

The University of Chicago

A HISTORY OF STATE HIGHER EDU-
CATION IN TENNESSEE

A DISSERTATION SUBMITTED TO THE
GRADUATE FACULTY IN CANDIDACY FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

By
HENRY CARL WITHERINGTON

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
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A HISTORY OF STATE HIGHER EDUCATION IN TENNESSEE

CHAPTER I

INTRODUCTION

The purpose of this thesis is to discover and bring into focus certain factors or influences which have determined the trend of state higher education in Tennessee. The problem will be approached from two different points of view. First it is essential to know what institutions the state has set up to administer its higher education and how they have developed in such matters as enrollment, curriculum, support, control, and public service. But however important this central approach may be, the key to the real problem is to be found in various peripheral forces which have inevitably given direction to the course which higher education has pursued.

Some of these forces are economic and fairly evident; some are more subtle, involving the cultural background and folkways which furnish the key to the people's thinking; and still others are political and religious, involving the major controls of society. The task, therefore, is to interpret in the light of these factors the type of education which has been prevalent in the state.

Higher education as a public function is of relatively recent origin in the state. It is chiefly a matter of the

twentieth century,- the change having come about 1900. The present inquiry will reveal the fact that certain sanctions or inhibitions which operated in the state for a century began to weaken about the beginning of the twentieth century. Some of these factors were orthodox religion, geographical barriers, economic conditions, class ideals, and the character of the leadership. No attempt will be made to evaluate these forces or sanctions, but it will merely be pointed out that these factors combined to determine the trend of educational progress for an entire century.

Evidence is presented in this thesis to show that not only have the older sanctions weakened, but certain new controls have actually been evident from the recent development of education in the state. The weakening of the older inhibiting forces was due to the rise of new controls within the state. With the development of the idea of non-sectarian education came a new and potent prestige for state schools. Industrial expansion after 1900 and the consequent growth of cities furnished a new basis for the support of higher education. Standardizing agencies which grew up in the nineties tended to strengthen the state colleges by standardization of both secondary and higher institutions. And finally, a new leadership emerged as state education became popular,- larger appropriations having been made for the state higher institutions. As a result of these silent forces state higher education has

become an established policy, attendance upon the state
higher institutions having recently surpassed that of the
private and denominational colleges.

CHAPTER II

THE BEGINNINGS OF THE STATE UNIVERSITY

A few years prior to the War of American Independence, ambitious pioneers began to make their way down the Shenandoah Valley from Virginia and North Carolina into the valleys of East Tennessee. Who were these people and what were their ideals and characteristics? An answer to this question will furnish a clue to the early development of education in the state.

Sources and Composition of the Population

Most of the earliest settlers were Scotch-Irish. Being predominantly Presbyterian in faith they held strongly to Calvinistic doctrines. One of the Calvinistic tenets was that the state should be the instrument of the church to promote righteousness. They believed in the promotion of higher education, provided it could be under church control.

The leaders among these pioneers were preachers. Four of them were especially prominent; Samuel Doak, Hezekiah Balch, Samuel Carrick, and Thomas Craighead. Each of these founded a college on Tennessee soil, endeavoring to perpetuate the ideals which he had formed at Princeton or at Liberty Academy (later Washington and Lee University).

While the early settlers were Scotch-Irish, they soon became a minority when the English began to come in

large numbers after the war of Independence. In 1790 the¹
per cent of the various nationalities stood as follows.

<u>Nationality</u>	<u>Per cent</u>
English -----	83.1
Scotch -----	11.2
Irish -----	2.3
Dutch -----	0.2
French -----	0.3
German -----	2.8
All others -----	0.1
	<u>100.0</u>

For more than a century there was no significant change in these ratios. While Virginia and the Carolinas furnished most of the population before 1850, after that date increasingly large numbers came from Alabama, Georgia, Kentucky, and Mississippi, the latter two states having the largest number for the last half century.

Even as late as 1920, the census showed that Tennessee and the nine bordering states contained nearly sixteen millions of pure native-born white people, tracing in unbroken lines their ancestry back to the mother country. The percentage of foreign-born in these states was then slightly over five per cent of the total population, or about as it was when the states were founded from the original stock from Great Britain. These facts help to explain why the indifferent attitude towards public education

1. United States Bureau of the Census, A Century of Population and Growth, p. 121. Washington: Government Printing Office, 1909. Pp. x+303.

persisted so long in Tennessee.

Conflicting Ideals

Inactivity and conservatism in educational matters may not always be attributable to indifference. Opposing forces may virtually neutralize each other, resulting in a hindrance to educational development. The line of cleavage between those who favored state education and the promoters of sectarian education in Tennessee seems to have begun in the independent state of Franklin. This was an independent political organization formed by the people of the eastern part of the territory in 1784, twelve years before the state was admitted to the union. This territory was a part of North Carolina, and that state after a long controversy dissolved the new organization in 1787.

During the brief existence of the little state of Franklin, the legislative attempts to encourage higher education show that these energetic pioneers were not unmindful of the need to perpetuate a trained leadership for the state. When a constitution for the state of Franklin was proposed, a clash of opinions resulted. It should be remembered that this constitution was drawn up by Samuel Houston, who, though a minister, had been graduated with the A. B. degree in 1780 from Liberty Academy, a non-sectarian school which later became Washington and Lee University. Section 32 of the constitution which caused the controversy

read as follows.

All kinds of useful learning shall be encouraged by this commonwealth, that is to say, the future Legislature shall erect, before the year seventeen hundred and eighty-seven, one University which shall be near the center of this state, and not in a city or town. And for endowing the same, there shall be appropriated such lands as may be judged necessary, one fourth of all the monies arising from the surveys of land hereafter to be made, one half penny upon every pound of inspected indigo, that shall be carried out of the state, by land or water; three-pence upon every barrell of flour, and one shilling on every hogshead of tobacco, forever. And if the fund thence arising shall be found insufficient the Legislature shall provide for such additions as may be necessary. And if experience shall make it appear to be useful to the interest of learning in this state, a grammar school shall be erected in each county, and such sums paid by the public as shall enable the trustees to employ a master or masters of approved morals and abilities.

The proposed constitution failed of adoption by a close vote. No doubt the tax provision was a considerable matter, but probably the matter of secular control was greater. Hezekiah Balch, a spectator, was invited to speak during the debate. He was one of those Presbyterian ministers who feared the consequences of a state controlled college. Here a wedge was driven which split the state into two groups and determined much of the subsequent history of higher education in the state.

When the proposed constitution failed, the chairman of the convention, General John Sevier, proposed that the constitution of North Carolina be made the basis law of the new state. This suggestion met with favor, and the con-

1. J. G. M. Ramsey, *Annals of Tennessee*, p. 332.
Charleston, S. C. John Russell, Publisher, 1853. Pp.xvi+747.

stitution was adopted, certain alterations having been made to suit conditions. Section 41 of the Constitution of the State of Franklin contained the following statement, taken from the constitution of the state of North Carolina.¹

That a school or schools shall be established by the legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities.

Such compromise legislation, placing no obligation upon the state, was long a characteristic of Tennessee.

Samuel Carrick and His School

The Knoxville Gazette, in the edition for December 1, 1792, carried the following advertisement.

A seminary will be opened January the first at the seat and under the direction of the subscriber, near Knoxville, where will be taught a complete introduction to the Latin and Greek languages, attending particularly to the grammatical constructions, the true pronunciation, the design and connection of the author; the English language, grammatically applying the rules in reading, parsing, correcting and composing; the liberal arts and sciences, geography, logic, natural and moral philosophy, astronomy and rhetoric.

The seminary will be open two sessions in the year, consisting of five months each. The terms of tuition will be seven dollars for each session, paid at the entrance. Beginners in Latin will be admitted at the commencement of the session only, which will be the first of January and

1. S. O. Williams, History of the Lost State of Franklin, p. 337. Johnson City, Tennessee: The Watauga Press, 1924. Pp. xiii + 371.

the first of July annually.

Samuel Carrick, who inserted the announcement, was one of the famous Presbyterian ministers who had preached to the settlers in the valleys of the Holston and the French Broad Rivers. It should be remembered that Carrick, like Samuel Houston, was educated at Liberty Academy (Washington and Lee University), a non-sectarian institution. His school, though religious in spirit, was non-sectarian, a fact which has significance later.

A College in the Wilderness

From 1790 to 1796 Tennessee was known as the Territory of the United States South of the River Ohio. George Washington appointed William Blount as the Governor. In 1794 the territorial assembly met in regular session in Knoxville. One of the first acts was to create a college which exists today as Tusculum College. The next day, August 25, the assembly voted to make a college of Carrick's seminary. The new institution was called Blount College. It is known that Carrick was present, and not only opened the sessions with prayer, but preached to the members of the legislature at their request. The statute creating Blount College follows. ¹

Whereas, the Legislature of the Territory are disposed to promote the happiness of the people at large, and especially of the rising generation, by instituting semi-

1. Territory of the United States South of the River Ohio, Acts of 1794, ch. xviii.

naries of education, where youth may be habituated to an amiable, moral and virtuous conduct, and accurately instructed in the various branches of useful science, and in the principles of the ancient and modern languages. Sec. 1. Be it enacted by the Governor, Legislative Council, and House of Representatives of the Territory of the United States of America, South of the River Ohio, that the Reverend Samuel Carrick, President, and his Excellency William Blount, the Honorable Daniel Smith, Secretary of the Territory, the Honorable David Campbell, the Honorable Joseph Anderson, General John Sevier, Col. James White, Col. Alexander Kelly, Col. William Cocke, Willie Blount, Joseph Hamilton, Archibald Roane, Francis A. Ramsey, Charles McClung, George Roulstone, George McNutt, John Adair, and Robert Houston, Esquires, shall be, and they are hereby declared to be a body politic and corporate, by the name of the President and Trustees of Blount College, in the vicinity of Knoxville.

Among the trustees were the first two United States Senators, the Governor, the first two judges, and many other prominent men. The college soon began operations in a two-story wooden building which was erected by subscription, no appropriation being provided in the act. The college stood on a square of land donated by Col. Moses White, the founder of Poplar Spring (near Knoxville), where¹ the college was located. The place was on the frontier of civilization, a wilderness inhabited by hostile Indians. This college later became East Tennessee College, then East Tennessee University, and finally the University of Tennessee. It is worthy of note that Blount College declared itself non-sectarian from the beginning, and it has

1. Edward T. Sanford, Blount College and the University of Tennessee, p. 15. Knoxville: The University of Tennessee, 1894. Pp. 119.

not changed this policy during the succeeding one hundred and thirty-seven years. Especially interesting is the fact that women were admitted. The "College Book of Students and Accounts" which was preserved showed the names of the following: Poly McClung, Jennie Armstrong, Mattie and Kitty Kain, and Barbara Blount, the daughter of the Governor, and the one for whom the present campus, Barbara Hill, was named.

Political Conditions

By the year 1795 the East Tennessee settlements and the Cumberland settlements in the Middle Tennessee had made gains in population. Between the two sections of the country, however, lay a vast mountain wilderness which could be crossed only by a hazardous wagon trail or by the extremely long and devious water route on the Tennessee and Cumberland Rivers.

In 1795 there were only eleven counties, eight in East and three in Middle Tennessee, as shown in Figure I. In 1791 Governor Blount took the census and found that there were in the Territory 36,000 people, of whom 7,000 were in the Cumberland settlements, or the counties of Sumner, Tennessee, and Davidson. The enumeration of 1795 showed a population of 77,262, of which 10,613 were slaves. This total population was in excess of the 60,000 required for admission to the union. The state was admitted, conse-

quently, in 1796.

A political problem of major importance to higher education was that of internal unity. The Cumberland Plateau was a serious barrier to communication between the Holston and the Cumberland settlements. This condition meant that Blount College, at least for many decades, would remain merely a local institution. Furthermore, the two sections were usually in disagreement on proposals for the improvement of education on any level.

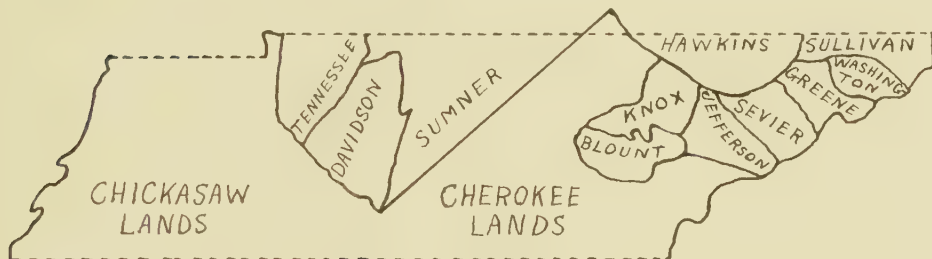


Figure I. Tennessee in 1796.
Scale of miles: one inch equals 82 miles.

CHAPTER III

A HALF CENTURY WITHOUT A STATE EDUCATIONAL POLICY: THE PERIOD BEFORE 1854

Not until 1854 was there a state tax for the support of any type of school in Tennessee. What is the explanation of that long period of apparent indifference towards education?

Education as a Private Enterprise

From the very beginning Tennesseeseans have stood for religious liberty. Owing to the great number of people from England, Wales, Scotland, the ideals of the protestant religion have prevailed in the state. These people assumed the attitude that education, like religion, was no affair of the state. The small group of Scotch-Irish Presbyterians held that the church should control education, using the state as a tool to that end. But this group were not able to put into practice their ideals, and the result was that the English attitude prevailed. Consequently there grew up in the state nearly three hundred academies and seminaries and about thirty so-called colleges and universities, all operating independent of the political state.

The Nature of Leadership in the State

The main key to the understanding of educational

affairs in Tennessee is to be found in the ideas and ideals of the leaders. Men in places of authority both in church and state have too often sought to promote their own petty notions and private interests, even to the detriment of public education.

In the long period of litigation which followed the federal land act of 1806, subsequently explained, there sprang up a large number of lawyers who as politicians were not backward in offering their services to the state. These of course were trained in private law schools. The practice of law was a royal road which gave entree into the ranks of the upper classes. Some of these public "servants" knew a little law but not much else. They would often establish a newspaper to mold public sentiment in their own interests and against public education. They knew how to appeal to the ear of a non-progressive public. After a few successful attempts at "oratory" some of them would become candidates for public office.

With due deference to the great majority of preachers who were true to educational ideals, there were some in the pulpits who were innocent of anything which a college has to offer. Philip Lindsley, President of the University of¹ Nashville, describes them in these words:

1. Thomas B. Abernathy, "Social Relations and Political Control in the Old Southwest." Mississippi Valley Historical Review, XVI (Mch. 1830), 529-537.

Who are more assuming, intolerant, dogmatical, overbearing, opinionated, exclusive, self-sufficient, bigoted, or ostentatious than your ignorant, superficial, boisterous, declamatory preachers? It is notorious also that the unlearned habitually make a greater display of learning, parade more Greek and Hebrew without understanding a word of either, sport more scholastic technicalities, and talk more about books and authorities and incomprehensible mysteries, than any genuine scholar would ever adventure upon.

with such leaders and with a credulous society it was difficult for genuine leaders to get a hearing. Society, especially during the Jacksonian era, was extremely shallow, and ideals were seldom questioned. Life, like orthodox religion, was accepted uncritically. The importance of these conditions in explaining a lack of a sound educational policy can hardly be overestimated.

Federal Intervention in Education

The early activity of the federal government in the educational affairs in Tennessee was doubtless intended to encourage education in the state, but in all probability it hindered progress. In the first place it tended to cause the people to depend more or less upon that source and to neglect the more important matter of acting for themselves. Furthermore, a very serious effect of the federal act of 1806 was the endless litigation and legislation which followed for nearly two generations, bringing only confusion and distrust of matters educational.

The settlement of 1806. - After Tennessee became a

state in 1796, there arose a protracted controversy between the new state and the United States regarding the ownership of a vast domain of vacant lands lying within Tennessee. In 1806 an agreement was reached whereby Congress ceded to Tennessee the title to all lands lying within the state to the north and east of a line later known as the Congressional Reservation Line. On September 6, 1806, the state ratified the provisions of this act.¹ The part reserved by the United States consisted of about one-third of the state, including what is now West Tennessee.

North Carolina had previously ceded to the United States the territory now included in the state of Tennessee, with the solemn covenant that "schools and the means of education shall forever be encouraged." Congress remembered this covenant in the passage of the act of 1806, from which the following is quoted.²

Sec. 2. That the state of Tennessee shall appropriate one hundred thousand acres, which shall be located in one entire tract, within the limits of the lands reserved to the Cherokee Indians, by an act of the state of North Carolina... ..., and shall be for the use of two colleges, one in East, and one in West Tennessee (now Middle Tennessee), to be established by the legislature thereof. And one hundred thousand acres in one tract within the limits last aforesaid, for the use of academies; one in each county in said state to be established by the legislature thereof; which said several tracts shall be located on lands to which the Indian title has been extinguished, and subject to the

1. State of Tennessee, Acts of 1806, ch. x.

2. United States, Statutes at Large, II, 1806, ch. xxxi.

disposition of the legislation of the state, but shall not be granted or sold for less than two dollars per acre, and the proceeds of the sales of the lands aforesaid, shall be vested in funds for the respective uses aforesaid, forever.

When this act was approved, April 6, 1806, different colleges and communities sent in requests that one of these colleges be located in their respective districts. Blount College trustees passed a resolution expressing their willingness to unite the resources of Blount College with those of the new college proposed for East Tennessee, provided it should be located within two miles of Knoxville. While the congressional act of 1806 really laid the foundation of East Tennessee College, the actual establishment of the college, as far as Tennessee is concerned, dates from October 26, 1807, when the state passed an act entitled "An Act To Establish a College in East Tennessee." After reciting the provisions of the congressional act, section one reads as follows.¹

1. Be it enacted by the General Assmebly of the state of Tennessee, That there shall be thirty persons appointed by this General Assembly, who shall be, and are hereby constituted a body politic and corporate, by the name of the Trustees of East Tennessee College. And by that name shall have perpetual succession and a common seal.

In accepting the offer of the trustees of Blout College the legislature passed as act, section 4 of which declared²

-
1. State of Tennessee, Acts of 1807, ch. lxiv.
 2. Ibid., ch lxxviii.

That the funds of Blount College shall be, and they are hereby declared to be incorporated with the funds of East Tennessee College, and made a part of the same. And the trustees of East Tennessee College are hereby authorized and empowered to demand and receive from the trustees of Blount College, all the funds and effects of said college, of whatever nature and description.

The new institution occupied the buildings of Blount College till others could be erected. Because of financial difficulties East Tennessee College was unable to open its doors until 1820, when Hampden-Sidney Academy united with it. In 1826 the trustees purchased for \$600 Barbara Hill, the present site of the University of Tennessee, into which Blount College finally evolved.

The other college provided for in the federal act of 1806 was established on the foundation of Davidson Academy, which was established near Nashville in 1785 by the legislature of North Carolina. Pursuant to a request of the trustees of the academy the legislature passed September 11, 1806, the following act.

.....Whereas the trustees of the Davidson Academy have petitioned this General Assembly, that the funds and property both real and personal, of said academy, may be united with and merge in those of the said college (the one for West Tennessee). Therefore

1. Be it enacted by the General Assembly of the State of Tennessee, That a college be established on the square reserved for the Davidson Academy, by the trustees thereof, which shall be known and distinguished by the name of Cumberland College.

2. Be it enacted, That Thomas B. Craighead, James Winchester, Samuel P. Black, Moses Fisk, Robert C. Foster,

David M'Gavock, Robert Anyte, Joseph Coleman, Robert Searcy, William Dickinson, David Hume, John Dickinson, Joel Lewis, Abraham Maury, senior, William P. Anderson, Duncan Stuart, Thomas Johnson, John K. Wynne, and Nicholas T. Perkins, shall be, and they are hereby constituted a body politic and corporate, to be known by the name of the Trustees of Cumberland College, as aforesaid, and by that name shall have perpetual succession and a common seal.

Cumberland College opened in September, 1807, with Thomas B. Craighhead as President. On account of lack of funds it closed in 1816, but was reopened in 1824. The trustees of the college aspired to make it the state university, and sent a request to that effect to the legislature. But much opposition to that idea developed, and consequently the institution was styled the University of Nashville, in 1826. This decision made the unity of higher education in the state still more difficult, there being no accepted state university and no central policy.

The compromise of 1846.- West Tennessee College was the third college established in Tennessee at the instigation of Congress. Through lack of a sound policy two of them were permitted to pass into private hands, leaving one to become the state university, unfortunately located in the extreme eastern part of the state.

When the congressional act of 1806 was passed, the present West Tennessee was merely a wild, Indian hunting ground. After this territory was settled, the people were without any institution of higher learning for a quarter of

a century. In 1846 Congress released the title to the unappropriated lands lying south and west of the Congressional Line, 3, 553, 924 acres, with a provision that a college be established in that territory. The main provisions of the act are as follows.¹

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the United States thereby release and surrender to the state of Tennessee the right and title of the United States to all lands in the state of Tennessee, lying south and west of the Congressional reservation line in said state, which may yet remain unappropriated.....This surrender and transfer is upon the express condition that the State of Tennessee shall, out of the proceeds of said land, set apart and apply forty thousand dollars towards the establishment and support of a college at Jackson, in the county of Madison, in the State of Tennessee, if the proceeds of the sales of said land shall amount to so much; and if the aggregate amount of such sales (not paid over nor deposited as aforesaid) shall not amount to the same sum, then whatever sum smaller than forty thousand dollars they may amount to.....

In consideration of the provisions of this act, which was approved August 7, 1846, Tennessee released all claims against the United States for services and expenses incurred in administering the public lands as agent of the United States.

The gift of \$40,000 from the federal government was invested in bonds as a permanent endowment. Funds were raised by private subscription to buy grounds and erect buildings. The institution was fairly prosperous, and passed

1. United States, Statutes at Large, 1846, ch. xcii.

through the Civil War practically unharmed. In 1870 it enrolled 130 students, all men.

By 1874 it had become evident that the lack of a state policy regarding the institution was forcing it to remain only a local college. Consequently the trustees of the college proposed to the Baptists of the state that the buildings, grounds, and endowment of the West Tennessee College, estimated at \$90,000, be given for the use of Union University, located at Murfreesboro, on condition that an endowment of \$300,000 be raised within ten years. The amount was later reduced to \$100,000. The proposal was accepted and the two institutions became known as Southwestern Baptist University, located on the West Tennessee College grounds at Jackson. The new institution was chartered by the state June 25, 1875. In 1907 the name was changed back to Union University. The state control ceased in 1875, and the original endowment became the property of Union University.

Conditions of the Lower Schools

It was not to be expected that there would be a policy for state higher education when there was none for the lower schools. Not much was done about elementary education by the state before 1830, except a provision for the education of paupers. The law of 1830 created the district system but failed to establish any central authority to

administer the schools. The office of state superintendent was established in 1835, but was unsuccessful until a board of education was authorized in 1875. The law of 1830 attempted to get away from the pauper-school idea and to induce universal attendance. The law, however, was only intended to encourage rather than establish and maintain schools. Educational legislation for the first fifty years was largely financial, the state having lost a large part of the funds by poor management.¹

The mismanagement of the school funds and the failure to provide funds resulted in alarming conditions in the state. In 1839 the money used for each child in the schools was only 56 cents.² This amount was further reduced to 50 cents in 1851. Such indifference towards elementary schools caused undue illiteracy. In 1840, nine per cent of the white population over twenty years of age were illiterate. In 1850 ten percent of the whites over twenty-one years of age were illiterate. In that year Tennessee was third from the bottom in the scale of literacy.³ The academies and other private schools were not reaching the masses ade-

1. Edgar W. Knight, Public Education in the South, pp. 228-229. Boston, Ginn and Co., 1922. Pp. v+482.

2. A. P. Whittaker, "The Public School System in Tennessee, 1834-1860." Tennessee Historical Magazine, II, (Mch. 1916), 1-30.

3. United States Commissioner of Education, Report for 1899-00, I, p. 539. Washington: Government Printing Office, 1900.

completely, and consequently there was no basis in the lower schools upon which to base a system of higher education.

Exclusive of dictionaries, textbooks, and lawbooks, the reading which the people did was largely religious and professional, appealing chiefly to the few who were to enter the learned profession. While there is little documentary evidence to show what the people actually read, the following newspaper advertisements of bookstores in Knoxville suggest something of what was offered for sale at that time.¹

Just published and for sale for one shilling, by George Houlstone and Company, the sermon given at Knoxville February 25, 1794, in the presence of Governor William Blount and the Assembly of the Territory South of the Ohio, by Samuel Carrick, A.M., pastor of the church in Knoxville.

In 1792 James Miller and Cowan advertised the following books at their store.²

Bibles and Testaments	Wilson's and Marshall's works
Sermons	Harvey's meditations
Law-books	Buchanan's Family Physician
Watts' Psalms and Hymns	Several books on Divinity

Social and Economic Life

Composition of the population. Certain social and economic conditions tended to hinder the development of a policy for state education. There were especially three classes of people who were opposed to tax-supported schools;

1. Knoxville Gazette, April 10, 1794.

2. Ibid., May 26 and August 11, 1792.

rural inhabitants, large tax-payers, and those interested in private schools. These classes of course constituted a sufficient majority to control educational policy. A college education was desirable for a planter's son, but the purpose was not essentially intellectual. It led to leisure, which was a badge of wealth and afforded the desired social standing.

Slavery was a social and economic barrier to a progressive educational program. In 1790 slaves constituted 9.6 per cent of the total population. This percentage increased to 18.9 by 1820, and to 23.9 by 1850. The theory of the South was that slave labor should be absolutely under control, and that no education was needed for the black man, because cheap, unskilled labor was desired. Three classes were always inevitable under the slavery system; the rich slave owners, the slaves, and the intermediate class who did not own slaves and were not owned as slaves. This latter class occupied a most unfortunate position economically and educationally. The rich slave owners did not choose to help them, and they were unable to help themselves financially. The middle class could not establish public schools, and the rich slave owners expected no advantage to their children from such schools, for they sent them to pay schools or provided private tutors.

Ability of the state to support education. If there

had been agreement on a state school program, the state would have experienced difficulty in financing it. In 1850 the state had practically no industry except agriculture. The population of the five chief cities of the state at that time was less than 25,000, and the largest being only a little above 10,000. The average value of land and of slaves for typical years was as follows.

<u>Year</u>	<u>Average value of slaves</u>	<u>Average value of land</u>
1836	\$584.00	\$4.00
1846	413.72	3.03
1854	605.52	4.60

In 1850 the per capita wealth of the state was only \$201.00, while it was \$308.00 for the United States. In 1854 the taxable value of land was in round numbers \$71,000,000, and that of the slaves was \$116,000,000. It is clear from these figures that under a property tax system the wealthy slave owners would have paid the burden of the taxes. With a per capita wealth of less than two-thirds of that for the average of the states, Tennessee would have found it difficult to support an adequate system of public education.

How a Lack of Policy Affected State Institutions before the Civil War

In this connection it is fitting to inquire as to

1. State of Tennessee, House and Senate Journal,
1859-60, 30-31.

what was being done by the colleges which were ostensibly the property of the state. It has been explained how East Tennessee College, Cumberland College, and West Tennessee College were the three institutions which were established by appropriations of land in a settlement between Tennessee and the federal government. Apparently the only thought of the leaders was to establish one college in each of the grand divisions of the state. They seemed to have had no idea of a unified state university.

Geographical difficulties. Until modern communication could be developed, it was inevitable that the three colleges should have had only a local patronage. Their sphere of activity was limited somewhat like the modern local high school. Mountains and the broad wilderness separated East from middle Tennessee. West Tennessee lay to the west of the Tennessee River and was little more than an Indian hunting ground for several decades.

Organization and control. Before the Civil War there was no institution in Tennessee which could be called the state university. Blount College was established as a corporate body with trustees in 1794. It became East Tennessee College in 1807, with thirty trustees constituting a corporate body. In 1840 its name was changed to East Tennessee University, still a sectional institution. Likewise Cumberland College established at Nashville according to the

Congressional act of 1806 had its independent board of trustees. In 1826 it became the University of Nashville, another sectional institution. West Tennessee College, as its title suggests, was supposedly designed for that part of the state though it was never so recognized.

These colleges were given the right to impart instruction and to confer degrees. There was no central control, no policy of administration; they were simply established by the state and left to make their way through local patronage. There was no conscious effort on the part of the state to determine the nature or extent of the instruction. This indifference encouraged the private colleges to maintain low standards and non-progressive practices.

Nature of the curriculum before 1869. - An important clue to the understanding of the curriculum in Tennessee colleges before the Civil War is found in the social ideals. The ideals of the leisure class, not the laboring class, dominated. Going to college was often thought of as merely a social opportunity rather than as an intellectual adventure. To be in college was to be identified with the upper class. In fact it required the Civil War and the Morrill Act of Congress to impress upon the state the need of higher training in the practical and technical arts.

Since the state had no conscious program of higher education, what was the course of development of the cur-

riculum in the so-called state colleges? This whole period may be described as a period of prescribed curricula. From the establishment of Harvard University the classical studies had dominated the curriculum of American Colleges. The aim was to perpetuate the learned professions, especially the ministry.

The first colleges of the United States had no mathematical measure or formula by which to determine when a student was ready for the curriculum offered; in fact they needed none, because the ability to translate and write Latin and a knowledge of Greek grammar constituted the only admission requirements for more than a century after Harvard was established. About the middle of the eighteenth century arithmetic was required, but no other subject appeared until after 1800. McKown says: "During the period 1800 to 1850, geography, English grammar, algebra, and geometry appeared. By 1870 eleven subjects were recognized as being suitable for college entrance."¹ These eleven were:

Latin	English grammar	physical geography
Greek	algebra	English composition
arithmetic	geometry	U.S. History.
geography	ancient history	

While no catalog was published for Mount College and none for East Tennessee College before 1837, it is very

1. H. C. McKown, "The Trend of College Entrance Requirements, 1913-1922." United States Bureau of Education, Bulletin No. 35 (1924), p. 32.

well known what was taught in Blount College. William E. Parker, the only graduate of the institution while it was called Blount College, was examined for graduation and approved in the following subjects;¹

Virgil	Rhetoric	Geography
Horace	Logic	Mathematics
Greek Testament	Lucien	Ethics
	Natural Philosophy	

Tuition was \$8.00 and board was \$25.00 per session of five months.

The curriculum of the state university, or rather East Tennessee College, from 1806 to 1840 was largely classical and prescribed. The college was not organized into regular classes until 1837, when the first catalog was issued. The commencement exercises give a clue to the curriculum content, because in those days such exercises were designed to show forth the work of the curriculum. The following commencement program rendered in 1827 is typical.²

1. Salutatory oration in Latin, on the character of Cicero.
2. Debate: Has the art of printing been of greater advantage to mankind than the art of navigation?
3. Latin dialogue: Should English translations be used in learning the Greek and Latin languages?
4. A conference on temperance, fortitude, and justice.
5. A syllogistic disputation in Latin on the question: Is a public life more favorable to happiness than a private one?
6. A conference on agriculture, commerce, manufactures, and the fine arts.
7. A French oration on virtuous emulation.

1. Moses White, Early History of the University of Tennessee, p. 15. Knoxville: University of Tennessee, 1879.

2. Ibid., p. 25.

8. Debate: Was it more difficult work to establish our liberties than it is to maintain them?
9. A Greek oration on the character of Demosthenes.
10. An oration on the beneficial influence of Christianity upon the world.
11. An oration on eloquence.
12. An oration on the advantages of the present age.
13. The valedictory oration on moral courage.

As a result of the organization of East Tennessee College into regular classes in 1738, the institution began to offer a full, four-year collegiate course. The course of study required for the A. B. degree in 1840 is outlined below. Each year was divided into two terms of twenty and one-half weeks each.

Freshman Year

Winter

Sallust; Livy commenced
Graeca Majora-Historians,
commenced
Algebra commenced
Arithmetic reviewed
Lectures on Grecian and
Roman antiquities

Summer

Livy finished
Graeca Majora-Historians,
finished
Algebra finished; Euclid
commenced
Lectures on Grecian and Roman
antiquities

During the year weekly exercises in
composition and declamation

Sophomore Year

Winter

Horace-odes, satires, and
art of poetry
Graeca Majora, heroic poets
Euclid finished

Summer

Cicero, De Oratore
Graeca majora, orators
Day's mathematics, logarithms
plane trigonometry,
mensuration of
superfices and solids,

1. Catalog of East Tennessee University, 1840, p. 12.
Knoxville: J. C. Moses and Co., 1840.

Sophomore Year Continued

Winter

Summer

isoperimetry, mensuration
of heights and distances,
navigation.

During the year, two weekly rhetorical exercises,
composition, declamation, or debates.

Junior Year

Winter

Summer

Tacitus	Graeca Majora, tragic poets
Graeca Majora, Philosophers	Natural philosophy-mechanics,
	hydrostatics, pneumatics,
Day's mathematics, surveying	magnetism and electricity
leveling, conic sections, Rhetoric and logic	
spherical trigonometry	Lectures on natural philosophy,
Lectures on chemistry and	geology, botany, and belles-
mineralogy	lettres.

During the year, weekly rhetorical exercises,
composition, declamation or debates.

Senior Year

Winter

Summer

Graeca Majora- critics	French
Intellectual and moral	Political economy; Vattel's
philosophy	law of nations.
French	Paley's natural Theology; evi-
Natural philosophy - optics	dences of Christianity
astronomy	Hebrew, Spanish or Civil
Lectures on natural philosophy	Engineering at option of
astronomy, and mental	student
philosophy	

During the year, original declamations
or forensic discussions.

Attendance at that time was small, there being only nine
seniors in 1842, and seven in 1846.

When catalogs began to be issued, definite require-

ments for admission were listed. Admission was by examination. In the catalog of 1840 the following statement occurs. ¹

The regular collegiate course occupies four years. Candidates for the Freshman Class are examined in Arithmetic, Geography, the grammar of the English, Latin, and Greek languages; in Virgil, Cicero's Orations, and Jacob's Greek Reader. Students may be admitted to either of the higher classes by sustaining an examination in the branches to which the class has attended.

In 1845 some changes appeared in the catalog, but still the classical ideal is dominant. In addition to the usual requirement of good moral character, the candidate for admission had to be at least fourteen years old and pass an examination in the following subjects: ²

Orthography	Geography	Virgil
Reading	U.S. History	Cicero's
Writing	Arithmetic, mental	select orations
English grammar	and written	Greek grammar
Parker's exercises in composition	Latin grammar	Greek reader
	Latin reader	

At that time tuition was as low as \$10.00 per session of twenty and one-half weeks, and the total necessary expenses for a session were estimated at \$42.50 to \$49.25.

Notwithstanding the vigorous beginning of the University in 1840, disintegration soon set in. From this time till 1869 the institution lingered at the point of death. Presidents resigned in despair; outside agencies offered to take over the buildings; and hope generally was abandoned.

1. Catalog of East Tennessee University, 1840, p. 12.
Knoxville: J.C.Moses and Co., 1840.
2. Catalog of East Tennessee University, 1845-46,
p. 12. Knoxville: J.C.Moses, 1846.

In the frantic days a catalog was issued in Latin, designed to keep the classical spirit alive. Even fictitious faculty members were listed. The reasons for such a condition were many. Political controversies which preceded the Civil War were diverting the attention of the leaders from classical ideals. The university could no longer draw students from the whole south as it had previously done. Furthermore, numerous church colleges were arising all over the adjacent country. At least ten of these had sprung up by 1850 in the¹ region of East Tennessee.

The catalog of 1847-48 shows that some progress was being made in the organization of departments. At that time there were six as follows: Preparatory, English and Scientific, Classical, Mathematics, Natural Sciences, and Mental and Moral Philosophy.² There was a tendency during the forties to evolve two types of curricula, the "collegiate" and the "English and Scientific." The latter was to prepare for ordinary occupations those who had no profession in view. The "collegiate" was the same as the "English-scientific" except that four years of Greek and Latin were³ added. The catalog of 1853-54 shows that civil engineering had been added to the English-scientific depart-

1. White, *op. cit.*, p. 37.

2. Catalog of East Tennessee University, 1847-48, pp. 13-15. Knoxville: J.C. and J.L. Foses, 1848.

3. Ibid., 1845-46, p. 15.

ment, and French and German were offered in the Collegiate department. For the A.B. degree it was permitted, but not recommended, to substitute one modern language, for commercial purposes, for one ancient language. It may be seen from these changes that the classical ideal was beginning to give place to subjects calculated to prepare for practical life.

The policy regarding electives is expressed in the following statement.¹

The general policy of this institution is to insist upon the most thorough and critical course in the ancient languages; in the belief that no substitute can be found equally efficient, and that better service is rendered to the country in the graduation of one scholar, than of many but partially educated.

Though the elective system was beginning to be adopted in some colleges in the United States, it made little progress in Tennessee colleges before 1869.

The University of Nashville.- It has been shown that Cumberland Colloge, which became the University of Nashville in 1826, was one of the colleges established by the congressional act of 1806. Though it was called a university, it had only one department, the literary, until after 1850. There was no preparatory department, but a four-year course led to the A.B. degree. In addition, a so-

1. Catalog of East Tennessee University, 1853-54,
p. 21. Knoxville: Kinsloe and Brother, 1854.

called master's degree was conferred on bachelors of "three years' standing," upon payment of a fee. The school year was divided into two terms,- the winter term ending¹ in April and the summer term ending in October.

The first curriculum was largely that of the old academy. The president, one professor, and two tutors made up the faculty. President Lindsley taught belles-lettres, and political, mental, and moral philosophy. Professor McGee taught mathematics and natural philosophy. The curriculum, of course, was prescribed. Between 1826 and 1850 the following subjects were taught by "distinguished"² professors, with subject combinations as indicated.

Ancient languages
Mathematics and Natural Philosophy
Chemistry, Minerology, and Geology
French Language and Literature, or at times called
Modern Languages.

Under the reorganization of the University of Nashville in 1855, a scientific department was organized, and the literary department was revived. The literary department had been failing because of funds and competition with numerous other colleges. The Western Military Institute, of Kentucky, was removed to Tyree Springs, Tennessee, in 1854,

1. L.S.Merriam, Higher Education in Tennessee, p. 33.
U.S. Bureau of Education, Circular of Information No. 5,
1893. Washington: Government Printing Office, 1893. Pp. 287.

2. L.S.Merriam, Higher Education in Tennessee, p. 35.
U.S. Bureau of Education, Circular of Information No. 5, 1893.
Washington: Government Printing Office, 1893. Pp. 287.

and was nominally united with the University of Nashville as the literary department. The plan was to make the literary department a military college, but it became a liberal arts curriculum in content and military in discipline. The literary department became less popular and almost disappeared, coming to be merely a preparatory department. These conditions prevailed till after the Civil War. Nowhere was the need of a state policy more apparent than in this struggling institution, trying to live on a meager land endowment and the patronage of the public.

West Tennessee College. Brief mention should be made of the college for the western division which was established as a result of the federal land settlement in 1846. The curriculum ideals of West Tennessee College were similar to the other two colleges of this period, but some electives were permitted. There was a preparatory department divided into academic, grammar, and primary divisions. The collegiate department consisted of five "schools": Mental and Moral Science, Latin, Greek, Mathematics, and Physical Science. All these "schools" had to be finished for the A.M. degree. All but Greek were requisite for the A.B. degree. If all but Greek and Latin were taken and finished,¹ the B.P. degree was conferred.

1. L.S. Merriam, Higher Education in Tennessee, p:222. U.S. Bureau of Education, Circular of Information No. 5, 1893. Washington: Government Printing Office, 1893. Pp. 287.

From the preceding discussion it is clear that the present conception of electives had not developed before the Civil War period. The disciplinary notion that classical education was superior to the scientific was prevalent, and in many quarters persisted into the twentieth century. Only after a long, hard battle did the B.S. degree gain equality with the A.B.

Patronizing colleges outside the state. It is a fact that southern people were well represented in the colleges of the North and East from the very beginning of the state of Tennessee. No doubt the number of students from Tennessee attending northern universities and colleges was less than that for other southern states because Tennessee led those states in the number of colleges and universities.

Such patronage of northern colleges was taken as a matter of course till the controversies over slavery arose just prior to the Civil War. Then many faults began to be found with northern colleges, comparable to the evolution question of the present day. A Mississippi minister expresses this attitude in the following statement.¹

And what hope can be rationally cherished that our sons may be respected or appropriately educated at Yale, when the most eminent scholar ever connected with its body of professors has openly declared himself ready to shoulder his musket and march to the bloody field and resist the growth of slavery?.....

1. C. K. Marshall, "Home Education at the South." DeBow's Review, XVIII (May 1855), 654-670.

And more: when some of its leading professors openly sneer at southern patronage, and vauntingly inform us it is a gracious condescension to take a southern pupil into that institution.

Then to make the utterance more thoroughly prejudicial the following statement was made.

But, let us remember, that the old field school of the South is a better institution for rearing the men and women who are to control the destinies of the South than Yale or Harvard, or any female academy heretofore so unwisely patronized by southerners.

With the growing enmity and prejudice towards northern colleges and the lack of a state educational policy, Tennessee was on the way to greater confusion in matters of the higher education of its citizens.

The Status of Professional Education before the Civil War

Nowhere was the lack of a state policy more evident than in the field of professional education. The state university had no law school before 1890, legal education having been left entirely to private enterprises. There was no dental school in the south before 1879. The University had no medical school before 1879, though there were three unsuccessful attempts made to establish such a school between 1850 and 1860. To be sure the University of Nashville had a well-patronized medical department before the Civil War, but it was not due to any effort on the part of

the state. The state was again depending upon unorganized and inefficient private enterprises to mold the sentiment and train the leaders for the state.

CHAPTER IV

THE STRUGGLE TO ESTABLISH HIGHER EDUCATION AS A STATE FUNCTION

Growth of the Idea of Public Education

The purpose of this chapter is to point out some of the factors which have operated for and against the development of the idea of education as a state function. Viewed from the present, it seems that the state was not committed to the task of elementary education before 1854, and that high school and college education were neglected for a half century after that date. The chapter will make clearer the fundamental thesis which is being defended in this discussion, namely; that the main causes of retarded state higher education have not been external and physical, but mental, involving the ideals and ways of thinking of the people. The ability to discover an intergrating principle which would be applicable to all particular situations seems to have been entirely absent for generations. This condition is illustrated in the case of legislators, who have consumed a major portion of their time in passing petty, private acts, when a few sound general laws or principles could have saved much labor and confusion. Indeed the legislatures have been too often composed of farmers and others who have not been trained in abstract thinking, or of lawyers who have been trained in legal phraseology and the acceptance of what is, to the neglect of training in the ability to think

through new problems and discover new ways of doing things.

Now what are some of the ways of thinking which have retarded progress? A study of the activities of the people during the whole history of the state leads one to infer that the following opinions or sentiments were prevalent till the twentieth century, and in many quarters still exist.

1. Higher education is merely for the learned professions.
2. Higher education is only for those who can pay for it.
3. Higher education is a private matter, and no business of the state.
4. The end of education is purely individual.
5. Schools are a liability rather than a social investment; money put into them is lost to society.
6. The old southern culture is unique and superior and should be kept in its status quo.
7. No training is needed to operate a farm or cook a meal.
8. Progress in the sciences should not be expected of Tennessee, but should be left to other states or individuals.
9. Too much science may be prejudicial to certain theological conceptions.
10. The salvation of a soul is the only goal to be sought; no need to save ones life or way of thinking, or promote social evolution.
11. Social prestige is more to be desired than eminent scholarship.
12. Government is bad per se, and should be distrusted.

The persistence of such sentiments in the state maintained an atmosphere which was not conducive to the highest cultural and intellectual advancement.

Prevailing conceptions of college.- Page expresses¹
the dominant sentiment as follows.

1. Walter H. Page, "The Southern Education Problem," The International Review, XI (Oct. 1881), 309-321.

The aim of all southern educational work before the war (1861) was to make gentlemen, not scholars; nor was it thought necessary to educate the masses. The end in view was purely an individual end.

And again, speaking of the universities, he said:

The commencements were the great social occurrences of the year. The elite of all the South assembled for a week's of gayety. Every notable family in every one of the states was always represented among the students.

On the other hand, the less fortunate classes looked upon college education as a contrivance of the rich to keep themselves above other people. Thomas D. Arnold, a candidate for Congress in 1826, called the East Tennessee College building a light-house of the sky for the sons of a few great men to go up and star-gaze.¹

Influence of the constitution. The fundamental law of Tennessee has had a tremendous, silent influence upon educational development in the state. Reference has already been made to the constitution of the state of Franklin. The first state constitution (1796) made no mention of education. This omission and the prevailing notion of state's rights and local government had a blighting effect upon public education.

In the constitutional convention a strong religious feeling was manifested. Article VIII as adopted forbade ministers of the gospel from holding any civil or military

1. White, op cit., p. 26.

office in the state. This provision of course was intended to guard against union of church and state. The next day after this article was adopted, fearing that the government might come to be controlled by atheists, the following
1
section was added.

Sec. 3. No person who publicly denies the being of a God, and future rewards and punishments, or the divine authority of the Old and New Testament, shall hold any office in the civil department in this state.

A motion to strike out the words "or the divine authority of the Old and New Testaments" was lost by one vote.

The constitution remained unchanged till 1834, when the revised constitution contained the following section
2
regarding education.

Knowledge, learning, and virtue being essential to the preservation of republican institutions, and the diffusion of the opportunities and advantages of education throughout the different portions of the State being highly conducive to the promotion of this end, it shall be the duty of the General Assembly, in all future periods of this Government, to cherish literature and science.

Not much legislation was enacted to "cherish literature and science", but at least this provision opened the way for future legislation.

The attitude of the legislators is revealed in the proposals which failed in the convention. The three chief propositions which failed of adoption, and the sectional

-
1. State of Tennessee, Constitution, 1796, Art. VIII.
 2. State of Tennessee, Constitution, 1824, Art. XI.

vote on each measure, are recorded below.¹

1. To assess a poll tax for the support of schools.

	For	Against
East Tennessee	9	8
Middle Tennessee	10	18
West Tennessee	1	10
	20	36

2. To strike out an appropriation clause inserted in a bill to provide revenue for the schools.

	For	Against
East Tennessee	7	10
Middle Tennessee	21	7
West Tennessee	8	4
	36	21

3. A motion to return to status quo; not defining the schools fund, and not having a central state authority to supervise the schools.

	For	Against
East Tennessee	3	13
Middle Tennessee	4	24
West Tennessee	4	7
	11	44

Thus East Tennessee was in favor of common schools, being the only division to favor a poll tax. Middle and West Tennessee were strongly against it.

The second revision of the constitution (1870) made no changes regarding education, except that a state poll tax was added and provision made for separate schools for

1. Whittaker, op. cit., p. 304.

white and colored children. Several attempts to change the constitution have been made, but to no effect. For example, on November 4, 1924, the state held a popular election to determine whether the people wanted a convention called to adopt a new constitution. Official returns from the election showed a very light vote of 139,061, of which 42 per cent were for and 58 per cent against the proposed convention. As might have been expected, the returns showed that city dwellers voted for the convention in larger numbers than did the rural inhabitants. So Tennessee is today living under the old type of constitution which does little more than define political duties, declare rights, and make prohibitions. Thus the idea of public education has at least not been strengthened by the fundamental law of the state.

The first tax.- Two early legislative acts, 1815 and 1823, greatly hindered the development of public education. The former provided for the education of the poor orphans whose fathers were killed or had died in the service of their country. This was the first tax for educational purposes, but it was not general. The latter act provided¹ that

The Board of school commissioners shall appropriate all money by them received under the provisions of this act to the education of the poor, either by establishing poor schools in their different counties or by paying the tuition of poor children.

1. The State of Tennessee, Acts of 1823, ch. xlix.

Generations passed before the people overcame this pauper-schools attitude.

By 1850 the illiteracy conditions in the state were alarming. At that time the illiterate white population over 21 years of age constituted 24½ percent of the total population. Consequently in 1854 the state took its first definite stand for public education in the following act.¹

..... A tax of twenty-five cents on the polls, and two and one-half cents on the hundred dollars, of all taxable property of the state, shall be levied for the common schools.

A state controlled university. A very significant step in the development of the idea of public education was the recognition of East Tennessee University as the state university. By vote of the legislature in 1879 the name was changed to the University of Tennessee.² Four years previous to this time the state had relinquished to private control the college for West Tennessee; and now the University of Nashville, the college for Middle Tennessee, was struggling for existence. After much controversy as to whether the state university should be located at Knoxville or Nashville, the former city was chosen as the site by the act just mentioned. The fact that the Agricultural and Mechanical College had been located at Knoxville gave some

1. State of Tennessee, Acts of 1854, ch. lxxi.
2. State of Tennessee, Acts of 1879, ch. lxxv.

weight to the argument for that city. Scholarships were provided for the various counties and cities under the supervision of the superintendents of the schools, thus causing the University to be recognized as the head of the public school system.

Compulsory attendance. The extent to which a state requires its citizens to be educated is an index to its belief in education. Though a compulsory attendance law had been enacted in Massachusetts as early as 1352, Tennessee's law dates from 1913. The law, which was amended in 1919,¹ provided in general as follows.

That every parent, guardian, or other person, in the State of Tennessee, having charge or control of any children between the ages of seven and sixteen years, inclusive, shall cause such child (sic) to be enrolled in and attend some day school, public, private, or parochial, for the entire term of school in each year in the county or city in which such child may reside.

Provision is made in the law for the exemption of those who are in extreme destitution, those who are mentally or physically unable to attend, those who are too far from a school, and those who have completed the eighth grade. While attendance is not required in a public school, it practically amounts to that because there are very few private elementary and high schools available. A significant effect of the compulsory law was a greater demand for more high

1. State of Tennessee, Acts of 1919, ch cxliii.

schools,¹ thus furnishing a sounder basis for state higher education.

New Forces from without the State

Two outside agencies were especially instrumental in the establishment of education as a state function, namely; the federal government and the Peabody Fund. As long as the private colleges had better equipment and advantages than public colleges they were naturally more generally respected, especially in a society whose ideals were based upon wealth and social standing. But when wealth began to pour into the state colleges the result was a greater prestige for those institutions.

Influence of federal aid. - The federal aid previously referred to was in the form of land grants. What additional aid did the United States government give, and what was its effect upon the development of public higher education? The mainfacts relative to the establishment and location of the Agricultural and Mechanical College will be set forth in the following paragraphs.

The Agricultural and Mechanical College in Tennessee has been from its beginning an integral part of the state university, and for many years it was the most prominent

1. Biennial Report of the State Superintendent of Public Instruction, 1919-20, p. 121. Nashville: Department of Public Instruction, 1920.

part. In fact without this federal aid it is doubtful that the university could have survived. The congressional act providing for the land grant colleges was approved July 2, 1862.¹ Section one of the act follows.

Be it enacted by the Senate and House of Representatives of the United States in Congress assembled. That there be granted to the several states, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each state a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty; Provided, That no mineral lands shall be selected or purchased under the provisions of this act.

Land scrip was provided in case there should not be sufficient lands subject to sale at private entry at one dollar and twenty-five cents an acre. The money was to be invested in safe stocks at not less than five per cent interest, thus constituting a perpetual fund, the capital of which was to remain forever undiminished. The interest was to be applied to the endowment, support and maintenance of at least one college in which agriculture and mechanical arts should be taught.

Certain other important provisions were made: (1) no funds were to be used for buildings or repairs; (2) no state in rebellion should receive the benefits; (3) the state legislatures had to ratify the act within two years to profit therefrom; and (4) the college had to be established

1. United States, Statutes at Large, 1862, ch. cxxx.

within five years from the passage of the act. Owing to the war conditions, Tennessee did not accept the provisions of the act until 1865, which was too late by one year.¹ The Tennessee representatives succeeded in having passed a joint resolution in Congress in 1867 whereby the state could benefit from the act.² Consequently Tennessee accepted the provisions.³

East Tennessee University outwitted her rivals at Nashville and succeeded in having the college located at Knoxville as a part of the university. The actual beginning of the college dates from 1869, when the legislature appropriated to the university the proceeds of the sale of the land scrip.⁴ Section one of the act follows.

Be it enacted by the General Assembly of the State of Tennessee, That the proceeds of the sale of the Agricultural Scrip, appropriated by Congress for the establishment of an institution of learning, devoted to agriculture and the mechanic arts, be, and are hereby appropriated to the University of East Tennessee, upon the restrictions and conditions herein mentioned.

Considerable argument arose as to the legality of combining the new college with the East Tennessee University. The House of Representatives appointed a committee to investigate the legality of the transaction. The majority report of the committee held that the college was intended to be

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1. State of Tennessee, Acts of 1865, ch. xxii.
 2. United States, Land Laws, II, p. 1098.
 3. State of Tennessee, Acts of 1867-68, ch. xxxii.
 4. State of Tennessee, Acts of 1868-69, ch. xii.

separate according to the federal act, and that to merge them had destroyed the University in arts and science. The minority report, which held to the contrary and in favor of the merger, was adopted.¹

There is one other phase of the establishment of the Agricultural and Mechanical College - the race question. Section thirteen of the Tennessee act explains the will of the legislature regarding the matter.²

Be it further enacted, That no citizen of this State, otherwise qualified, shall be excluded from the privileges of said University, by reason of his race or color; provided, that it shall be the duty of the Trustees of said University, to make such provisions as may be necessary for the separate accomodation or instruction of any person of color who may be entitled to admission.

Since the negroes and whites were to attend separate schools, the trustees of the university made an agreement with Knoxville College, a Presbyterian school for negroes, whereby the colored students might attend that institution. The University of Tennessee in 1891 created the Department of Agriculture and Mechanic Arts of Knoxville College.³ It was maintained in connection with the literary department of Knoxville College, but remained at the same time a distinct part of the university, under the supervision of the President and professors of the

1. Appendix to House Journal, 1869, p. 711.

2. State of Tennessee, Acts of 1868-69, ch. xii.

3. Catalog of the University of Tennessee, 1909-10, p. 122. Knoxville: University of Tennessee, 1910.

corresponding departments in the university. The trustees of the university provided equipment, teachers, and expenses for the new department.¹ Provision was also made for negroes to attend other colleges, such as Fisk University. This arrangement continued until 1909, when the Agricultural and Industrial Normal School for negroes was established in Nashville.

The land grant act of 1862 was only a beginning. Significant appropriations in the form of money were made in 1887, 1890, 1907, 1914, 1917, and 1925, all having to do with agricultural or technical education. These acts are explained in a subsequent chapter. In 1930 the total income to the state university from the federal treasury was \$401,315.25. The effect of these gifts has been to arouse a new interest in education and to promote the idea of higher education as a governmental function.

The Peabody Fund. The magnificent contribution of money from the Peabody Fund for the education of the people of the south is well known. But the most significant contribution in Tennessee has undoubtedly been the arousing of public sentiment in favor of public and non-sectarian education. In that most critical period of Tennessee history following the Civil War the Peabody Trustees generously aided in the promotion of public education. In addition

1. Merriam, op. cit., pp. 276-277.

to the generous appropriations to Peabody College, the gifts¹
in Tennessee for thirty years were as follows.

1868 --- \$4,800	1878 --- \$4,100	1888 --- \$1,200
1869 --- 11,900	1879 --- 3,100	1889 --- 1,000
1870 --- 15,050	1880 --- 1,900	1890 --- 1,000
1871 --- 22,650	1881 --- 2,500	1891 --- 2,000
1872 --- 23,250	1882 --- 3,800	1892 --- 2,000
1873 --- 27,800	1883 --- 3,400	1893 --- 2,000
1874 --- 33,100	1884 --- 1,750	1894 --- 2,000
1875 --- 24,150	1885 --- 1,700	1895 --- 1,200
1876 --- 7,100	1886 --- 1,200	1896 --- 1,200
1877 --- 7,050	1887 --- 1,200	1897 --- 1,200

Curry makes the following statement regarding the²
general effect of the Fund.

The fund has been a most potent agency in creating and preserving a bond of peace and unity and fraternity between the North and South.....No instrumentality has been so effective in the South in promoting concord, in restoring fellowship, in cultivating a broad and generous patriotism, and apart from its direct connection with schools it has been an unspeakable blessing in cementing the bonds of a lately dissevered Union.

Barnas Sears, who was in charge of administering the Fund, found many objections to public education and attempted to answer them. Some of these objections were as³
follows.

1. The government had no right to tax people to educate their children.

1. J. M. Curry, A Brief Sketch of George Peabody, p. 147. Cambridge: University Press: John Wilson and Son, 1898. Pp. x + 161.

2. J. M. Curry, A Brief Sketch of George Peabody, p. 25. Cambridge: University Press: John Wilson and Son, 1898. Pp. x + 161.

3. Proceedings of the Trustees of the Peabody Fund, 1874-1881, Vol. II. Boston: University Press: John Wilson and Son, 1881. Pp. 440.

2. The sentiment was that "that government is best which governs least." That it should limit itself to the protection of the rights of the citizens in their person and property.
3. There was objection to the compulsory attendance idea on the ground that children should obey their parents and not the government; the Bible said so.
4. The school was irresponsible to the parents. It would punish the children with no recourse by parents.
5. Civilization needs bootblacks, etc., and thus universal education would be detrimental to society.
6. Book-learning was of no practical value.

It is interesting to note that the per cent of illiteracy of white people over 10 years decreased from 26.9 in 1870 to 17.9 in 1890, due in part at least to the influence of the Peabody Fund.

The Influence of Sectarian Education

The chief opposing force in the struggle for the establishment of education as a state function was sectarian schools. Not only did the church-school people believe their colleges were superior, but they feared that non-sectarian schools would tend to become atheistic. Especially did they fear the French influence in the early days, because the works of Voltaire and others were being read.¹

Reference has already been made to the long controversy and economic struggle concerning the college and academy lands following the congressional act of 1806. The

1. C. F. Thwing, A History of Higher Education in America, p. 245. New York: D. Appleton and Co., 1906. Pp. vii + 501.

very mention of public education at that time suggested litigation, confusion, and inefficiency. There is little doubt that promoters of sectarian education capitalized the situation and took advantage of the psychological moment to promote their own schools. President Lindsley of the University of Nashville, a commanding figure in the state during that time, made numerous public addresses in which he set forth his ambitious plans for a great non-sectarian university in Nashville. It is little short of a tragedy that the people did not listen to him. He aroused zeal not only for public but for private and denominational education as well. The United States Commissioner of Education said of that early period.¹

It cannot be denied, also, that the severely classical type of schools like the University of Tennessee cooperated with the prejudice excited by the great conflict over the school lands to drive away the majority of college students. The denominational schools, on the contrary, were nearer the hearts of the people, not involved in the public contention, and probably, with their less thorough curriculum and larger liberty of study, more popular with the mass of their constituents.

And again, speaking of the 300 statutes bearing on the entangled business of the college and academy lands, he said:²

It is not remarkable that the people of Tennessee

1. Report of the United States Commissioner of Education, I, 1899-1900, 546. Washington: Government Printing Office, 1900.

-2. Ibid., p. 539.

weary of this never ending strife, which almost seemed a part of the public collegiate and common school interest, should fly to the old time refuge of local, private, and denominational schools. For nearly three-fourths of a century, like the European peoples of the past, they educated their children in numerous colleges, academies, and private schools that sprang up in every considerable community.

The report of the trustees of East Tennessee University in 1858 laments the great indifference of the public mind toward that institution and the consequent falling off in attendance. The main reason given is, again, the chartering of so many private and denominational colleges.¹

The records show that in 1870 there were 369 colleges in the United States. Only five states had more colleges than did Tennessee. Of the 369, only 25 were under state control. The 269 which were under denominational control were owned by 21 different denominations,- those having the largest numbers being as follows:

Methodists -----	60
Roman Catholic -	47
Baptist -----	37
Presbyterian ---	28

These facts show that Tennessee's problem was not an isolated one, but was a part of a general condition in the United States.

1. Appendix to Legislative Journals, 1857-58, p. 406. Nashville: G. C. Torbet and Co., 1858.

In brief summary, it may be said that the promoters of state higher education had to overcome a deep-seated prejudice inherent in a society which was fundamentally social rather than intellectual. Suspicious of the motives and fearful of the results of public education, the promoters of denominational schools kept the public sentiment molded in favor of their schools. But after all, new ways of thinking began to develop towards the close of the nineteenth century. Public education began to be conceived as a public necessity and a sound social investment.

CHAPTER V

THE PROBLEM OF CONTROL AND SUPPORT OF EDUCATION

The biblical expression, that "a house divided against itself cannot stand", has been applicable in Tennessee. From such a divergency of views and ways of thinking as existed, there could scarcely result a unity of support and control of education. How was the thinking of the people manifested in the matter of control and support of education?

A Divided Public Opinion

Several instances have already been cited which show a divergence of opinions among the people, especially in the constitutional conventions. The groups of opponents and proponents of public education which have been previously described have persisted to the present day. One phase of the battle centered around the office of state superintendent. The office was created in 1835 and abolished in 1844. It was again created in 1867 and abolished in 1870. In 1873 it was finally established, though a bill was introduced in 1875 to abolish it again. Proprietors of private schools and the public in general feared the results of too much "government".

Another wave of divided opinion appeared in 1829. Certain of the ardent theologians conceived the idea of blue

laws and other means of legislating morals. The federal government had begun to transport and deliver mail in the states at that time. Consequently a movement was begun to have the government discontinue this practice on Sundays. A strong protest, however, was registered on the ground that there was "danger from the element which assumes the garb of religion and fails to understand the utter incompatibility of civil and religious liberty with priestly domination." Later this wave subsided, and the ministers were quite willing to ride to their Sunday appointments on a railroad train.

Religion has been an ever-present issue in the legislative body. One or two examples must suffice, because it would require a volume to explain all of the ramifications. A law was passed in 1915 to require ten verses to be read from the Bible each day in the public schools. Representative Straus registered his objection by saying; "I vote no as I believe that religious preferences enacted into law is contrary to the spirit of our state and federal government."

The Bible was to be read without comment or frequent repetition of a passage. The Bible proponents disliked this

1. Nashville Republican and State Gazette, February 9, 1830.

2. State of Tennessee, House Journal, 1915, p. 1048. Jackson: McCowatt-Mercer Printing Co., 1915. Pp. 1444.

curtailment of the Scriptures and proceeded to take revenge by preventing the teaching of the "dogma" of evolution, not only in the lower schools, but in all schools supported in full or in part by public taxation. This famous law was passed in 1925. A further step was attempted in the House in February, 1925, by a bill forbidding the employment of atheists in the public schools of the state. The bill was amended several times and finally tabled.¹ With the thoughts and efforts of the leaders centered upon such matters there is little wonder that progressive educational legislation was a slow process.

Lack of an Intergrating Agency

There has never been in the state any one effective agency for the supervision of higher education. The third annual report of the Carnegie Foundation² called attention to the fact that at that time (1908) the University of the State of New York represented "almost the only effective agency in any state in the union which has the power to supervise or even criticize institutions devoted to higher education and to professional training." The same foundation in its bulletin number 14 recommended that the state of

1. State of Tennessee, House Journal, 1925, p. 439. Nashville: Industrial School, 1925. Pp. 1541.

2. Third Annual Report of the Carnegie Foundation for the Advance of Teaching, 1908, pp. 149-155. New York: The Carnegie Foundation for the Advancement of Teaching, 1908.

Missouri¹

Incorporate the present normal schools together with the university school of education as a state Division of Education fully organized and equipped to provide for all phases of the professional training of teachers for the public schools of the state. The normal schools would thus become state colleges of education within the university.

The plan of organization and control in 1931. The most conspicuous characteristic of the present system of state higher education is its dual nature. In fact, education is about the only major enterprise of the state which displays such duality of organization. Essential unity of organization and control exists in other major enterprises such as legislation, taxation, highways, police power, or the administration of justice.

Reference to Figure 2 will show that the state administers its higher education through two boards, which have little in common, except that the Governor appoints both, and he and the Commissioner of Education are ex-officio members of both boards. It will be observed that the public schools and the teacher-training institutions are under the State board of Education, while the University of Tennessee, with all of its divisions and the Junior College, is under the Board of Trustees of the University. It is almost needless to say that there is much overlapping in

1. The Professional Preparation of Teachers for the American Public Schools, p. 56. New York: The Carnegie Foundation for the Advancement of Teaching, 1920.

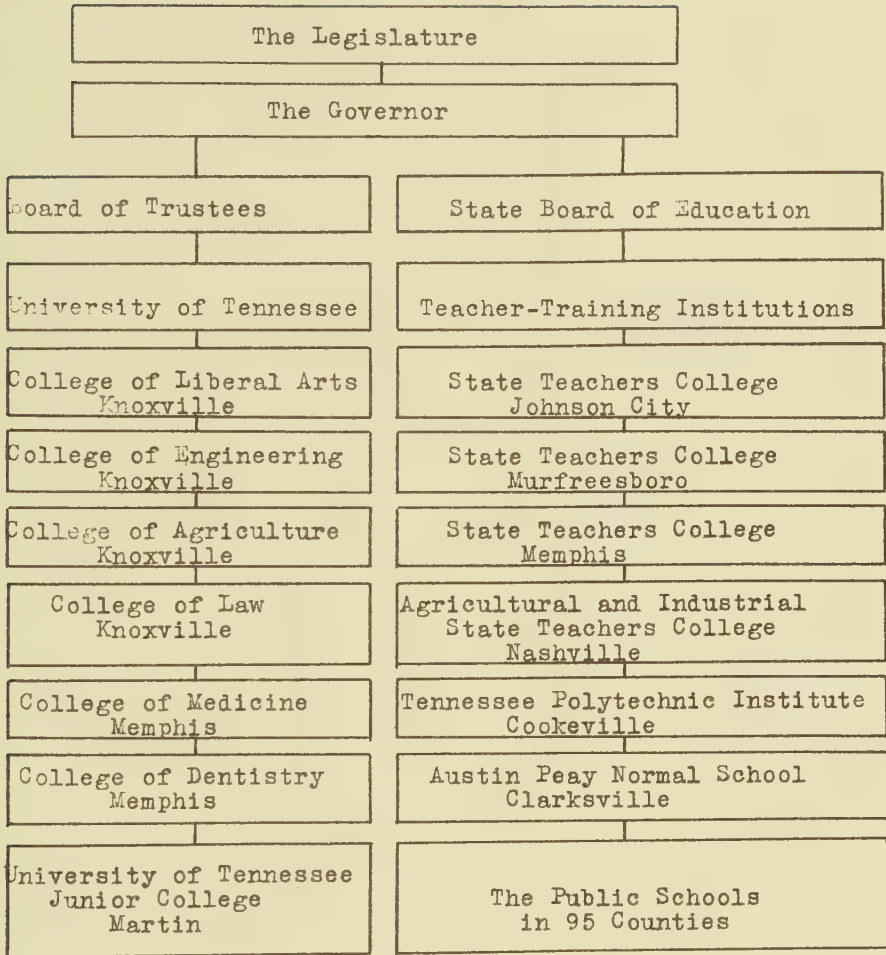


Figure 2. The organization of the state school system under two boards.

function and needless competition for students and appropriations. For example, The University of Tennessee at Knoxville, its Junior College at Martin, the Polytechnic Institute at Cookeville, and the five normal and teachers colleges all engage in the training of teachers. More than that, they all train both elementary and secondary teachers, with the possible exception of the Junior College and the Austin Peay normal, and they train some teachers for the two-year high schools.

The Board of Trustees of the University of Tennessee.¹

The charter of the board of Trustees of the University of Tennessee dates from an act of 1807. As constituted at present, the board consists of eighteen members, fourteen of whom are appointed by the Governor and four are ex-officio members. The ex-officio members are the Governor of the state, the Commissioner of Education, the Commissioner of Agriculture, and the President of the University. The regular members hold office for twelve years, the appointments being so arranged that two members retire every two years. This plan gives a board which is rather stable and not subject to confusion by a change in government administration.

It is provided in the law that the members of the board must be chosen as follows: one from each of the ten congressional districts and two from the cities of Memphis and Knoxville. This board is charged with the election of a president and a faculty of the university, and with the general oversight of the institution, including the various units and experiment stations in agriculture. The president of the university has the unique position of being not only a member of the board, but actually the president of the board.

1. State of Tennessee, Acts of 1807, ch. lxiv.

In addition to its president and secretary-treasurer,¹
the board has the following standing committees:

Executive	Liberal Arts	Law
Finance	Agriculture	Health
Building	Engineering	Junior
Agricultural Experiment Station		College
Middle Tennessee Experiment Station		
West Tennessee Experiment Station		
Engineering Experiment Station		

The State Board of Education.- In addition to the teacher-training institutions, the State Board of Education controls the public schools, and serves as the state board for vocational education in administering the state and federal funds for that purpose.

The board consists of nine members appointed by the Governor. The term of office is six years, three retiring every two years. The law provides that three members shall be appointed from each of the three Grand Divisions of the state. It also provides that at least three members of the board shall be from the minority political party. The Governor and the Commissioner of Education are ex-officio members of the board, the latter being chairman. It is a professional board, being composed of men and women actively engaged in the teaching profession.

It is of course evident that private and public colleges would have separate systems of administration, but

1. Catalog of the University of Tennessee, 1930-31, p. 6. Knoxville: University of Tennessee Press, 1931.

how did it happen that a dual system of control developed for the state colleges?

The status of the early colleges.- The acts passed chartering the early colleges seemed to be much like the acts later passed chartering private colleges. The institutions were given the right to proceed with instruction, confer degrees, and perform other functions common to corporations. In establishing the college for East Tennessee pursuant to the congressional act of 1806, the legislature passed an act, the first section of which reads as follows.

Be it enacted by the General Assembly of the State of Tennessee, That there shall be thirty persons appointed by the General Assembly, who shall be, and are hereby constituted a body politic and corporate, by the name of the "Trustees of East Tennessee College". And by that name shall have perpetual succession and a common seal.

In a similar manner, Reverend Samuel Carrick and seventeen other men were declared to be the President and Trustees of Blount College, on whose foundation East Tennessee College was built. While the name of the university has been changed three times by the legislature, 1807, 1840, 1879, the same charter with certain amendments which was granted in the law of 1807 holds today.

The other college which grew out of the congressional act of 1806, known as Cumberland College and later the

1. State of Tennessee, Acts of 1807, ch. lxiv.

University of Nashville, was placed in charge of Thomas B. Craighead and eighteen other men as a "body politic and corporate, to be known by the name of Trustees of Cumberland College.....and by that name shall have perpetual succession¹ and a common seal." The act states further

That the head of the said college shall be stiled (sic) the President, and the masters thereof shall be stiled the Professors; but professors while they remain such, shall never be capable of holding the office of trustee; and the president and the professors, or a majority of them, shall be stiled the Faculty of the College; which faculty shall have the power of conferring degrees of bachelor and master of arts.....

Apparently the two colleges just mentioned were not intended to be more than local in character, as no vision of a state system is evident from the acts or from the selection of the trustees until more than a half century later.

In the early days the faculties were small and the presidents were regular teachers. The University of Nashville has as a faculty in 1826, President Lindsley, one professor, and two tutors. President Lindsley taught belles-lettres, and political, moral and mental philosophy. There were twenty-five members of the board of trustees, all prominent men, including the Governor of the state as an ex-officio member. Andrew Jackson was later a member and attended the board meetings some after he became president of the United States. The legislative acts show that members were added to

1. State of Tennessee, Acts of 1806, ch. vii.

the board of trustees of the University of Tennessee from time to time. The legislature of 1868-9, at the time of the establishment of the Agricultural and Mechanical College, passed an act providing that the Governor of the state, the Secretary of State, and the State Superintendent of Public Instruction should be ex-officio members of the board of trustees of the University of Tennessee.¹ The same act added three trustees from Middle and three from West Tennessee. This act was a step in the direction of recognizing the university as a state-wide institution.

Administration of Peabody Normal College.- In 1875 the legislature, realizing the need of more professionally trained teachers, passed a law authorizing the establishment of one or more normal schools, provided any community or foundation would furnish the buildings and grounds and sufficient money. There was no appropriation for such schools. The same act created a State Board of Education,² using the following language.

Be it further enacted, That the Governor of the State shall appoint a State Board of Education to consist of six members; two of whom shall be appointed for six years, two for four years, and two for two years, and after the expiration of their first terms of office, their successors shall be appointed for six years; the Governor of the State shall be ex-officio a member and the President of said Board.

The trustees of the Peabody Fund were trying at that

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1. State of Tennessee, Acts of 1868-9, ch. xii.
 2. State of Tennessee, Acts of 1875, ch. xc.

time to establish a college for teachers to serve the whole South. They had asked the legislature to match funds with them in the enterprise, but the legislature consistently avoided all bills calling for any appropriation of money for a normal school. When the state was about to lose the proposed normal school, the board of trustees of the University of Nashville became active in raising funds and offering buildings and grounds for the college. The normal school was thus the product of three bodies; the Peabody Trustees, the trustees of the University of Nashville, and the State Board of Education. It was called a state normal college with the hope that it would become such, not that it was actually such at that time. But how could the school serve three masters?

It will be remembered that the state university was interested in teacher-training at that time, but it does not appear that the legislature ever had the idea of a unified system of higher education, with the university at the head. Thus the Peabody Normal College, with the Peabody Trustees furnishing the money, the trustees of the University of Nashville lending the buildings and grounds, and the State Board of Education furnishing the prestige, was predestined to become a private institution. This three-fold type of control continued till 1909, when the state established its own normal schools.

Perhaps the dual system of administration of the higher institutions would have been avoided if the state university had been established in Nashville. President Lindsley of the University of Nashville had a vision in 1824 of Nashville as the center of the higher education of the state. He said then that Nashville was destined to be a city and that the state university should be located there. In fact the University of Nashville had sought that distinction and there was considerable rivalry with the college at Knoxville, until the matter was settled by the act of 1879.

Board of Trustees of the University of Tennessee in 1879. One of the first steps towards making the college at Knoxville the state university was the locating there of the Agricultural and Mechanical College in 1869. The decisive step, however, was taken in 1879, when the name was changed to the University of Tennessee. In that year the legislature provided for a more general distribution of the trustees throughout the state by giving preference to the districts not previously represented on the board. As there were 34 members at that time, provision was made to reduce the number to fewer than thirty by withholding further appointments.

But in order to take care of the districts not represented the governor was empowered to appoint a Board of Visitors, three from each of the three divisions of the state

whose duty would be to visit the university once each year and report to the governor.¹ This act was the beginning of the present plan of appointing the trustees by the governor. The Board of Visitors functioned until 1893. By that time all of the districts were regularly represented on the board, and, therefore, the Board of Visitors was disbanded.

The administration of teacher-training, 1909. - Then the four normal schools were established by the act of 1909, they were placed under the control of the State Board of Education. The Tennessee Polytechnic Institute, established in 1915, was also placed under that board, and has been virtually a teacher-training institution. The sixth institution under the state board is the Austin Peay Normal, established in 1927. These various institutions are organized much like liberal arts colleges, each having a president, a dean, and the regular faculty organization. The State Board of Education elects the presidents and the faculties of these institutions, and approves the standards and courses of study.

The College of Education of the state university has a small enrollment (227 in 1930), while the teachers colleges are often crowded. Since they are under separate boards, there is not complete agreement or uniformity between the

1. State of Tennessee, Acts of 1879, ch. lxxv.

courses of study at the teachers college and the College of Education of the university. The state has not yet seen fit to unify all teacher training under one board of trustees.

Why State Support was Withheld for a Century

Why did the state refuse to support higher education for nearly a century? How were the colleges financed during this long period? And what caused the new attitude to develop in favor of tax-supported colleges?

Probably there are several reasons for the long delay in financing the colleges, but only five will be considered here. These are (1) the attitude of the early settlers, (2) the effect of the constitution, (3) the influence of religious denominations, (4) social conditions, and (5) the economic structure of society.

The pioneer leaders could not agree upon the type of education which should be dominant, - whether it should be under state or sectarian control. To compromise the matter by having the two types of colleges meant that neither would be well supported. Samuel Houston and Samuel Carrick had been trained in non-sectarian schools, as previously explained. Samuel Doak and Hezekiah Balch were trained at Princeton and held the Calvinistic tenet that the political state should be merely a tool of the church. Then the coming of the English in large numbers after 1775 meant that the

non-state-interference attitude would prevail.

The federal constitution had set a precedent in failing to mention education. Tennessee followed the precedent and made no mention of education in the first constitution, which was adopted in 1796. A short section on education was incorporated in the revised constitution of 1834, in which the legislature was required to "cherish literature and science"

The fundamental difference between the effects of the state and federal constitution seems not to have been fully realized. The opinion seems to have prevailed that the state legislature, like Congress, was unable to pass any law requiring a general tax for education unless the constitution so directed. Education, like religion, was a matter for which each person should assume his own responsibility.

A third factor, closely related to the first, was the influence of religious denominations. The first school in Tennessee, Martin Academy, was founded by Samuel Loak in Washington County and was incorporated by the legislature of North Carolina in 1788. Loak was an uncompromising defender of the faith, a pure Anglo-Saxon and member of the Hanover Presbytery. Pioneer conditions scattered the early preachers so that a regularly organized presbytery and frequent meeting was not easy. Schisms thus arose, and this condition made it easier for baptists, Methodists, and others to increase

their following. The net result was that each denomination sought to promote its own colleges independent of state aid, though the state chartered their schools by legislative acts. At all times in the history of the state there have existed more denominational colleges than state institutions of higher learning.¹

To illustrate how Calvinistic ideas continued to be a factor in the state, the following is quoted from Merriam.¹

For many years the legislature refused it (Maryville College) a charter, influenced by the belief which had become current that the Presbyterians were seeking to bring about a union of church and state; that the object of the seminary was to send out ministers who should insidiously involve the state in the coils of Calvinism, crushing out civil and religious liberty. "For a time no Presbyterian could get an office, not even that of constable, just because he was supposed to be in favor of having Presbyterianism made the established religion of the country." At last, when a charter was obtained in 1842, it provided that the trustees should be elected by the county court.

The social system must be considered among the reasons for the absence of state support. In the Southern colonies the educational system was based on the theory that labor should be under control, and that little intelligence was needed for the common slave laborer. Knowledge and letters on the part of the slaves would be dangerous to the system. Only the master was to have culture and knowledge, and these could be obtained privately in colonial colleges

1. U. S. Bureau of Education, Survey of Higher Education in Tennessee, p. 19. Tennessee College Assoc., 1926.
2. Merriam, op. cit., pp. 232-33.

or even in Europe by the wealthy aristocrats. In other words, a social system based on slavery was too aristocratic to favor a system of higher education based on taxation.¹

Perhaps the economic factor has been the most persistent. Bitter opposition to tax support of colleges arose about the time of the two colleges, Elount and Cumberland, were set up by the congressional act of 1806. A prominent lawyer of Knoxville by the name of Thomas D. Arnold, a candidate for congress, denounced the trustees of East Tennessee College for purchasing in 1826 the present site of the state university for \$600. He accused them of having "used the people's money to build light-houses of the sky on them (the college buildings) for the sons of a few great men to go up and star-gaze."² Arnold went to congress from two different districts, thus showing perhaps that he gained some favor with his arguments.

Dr. J. C. Gunn, a physician, when a candidate for the legislature in 1829, called the college a monument of folly and a temple of aristocracy. Dr. Gunn said further;³

Behold the oil brick at \$13.00 a thousand, when brick equally as good could be bought for \$5.00 a thousand. Oh, how the people have been oiled! Do you forget that tower

1. Report of the State Superintendent of Public Instruction, 1869. Nashville: Department of Public Instruction, 1869

2. White, *op. cit.*, p. 26.

3. *Ibid.*, p. 27.

of Babel - the steeple - as it raises its glittering spire as if supplicating the Author of all good to forgive its projectors for such blind, such foolish extravagance?..... A building that cost \$13,000 of the people's money! A steeple that cost \$2,726 of the people's money, including its glittering spire, clock and ornaments! Fifteen hundred dollars a year, and a fine house to oil the Reverend Dr. Coffin for teaching thirty-five students and half of them small children!

White called such men demagogues, as they knew how to take advantage of a popular prejudice against higher education to promote their political interests.

The uneducated saw no need for education. The rich wanted cheap labor. Skilled labor was not needed. The middle class perhaps saw the need for education but were unable to do anything about it. Newspaper men encouraged academies and colleges as private enterprises and left the impression that public schools were for paupers.¹ The state with its inadequate revenue could not support adequately the elementary schools, to say nothing of higher education.

Even as late as 1899, Tennessee and the South in general had not learned to appreciate the importance of scientific instruction. President Dabney of the University of Tennessee, speaking before the Association of Colleges and Secondary Schools of the Southern States, said;²

The difficulties are chiefly a want of appreciation

1. Whittaker, op. cit., pp. 1-30.

2. Catalog of the University of Tennessee, 1900, pp. 267-275. Knoxville: University of Tennessee, 1900.

of the importance of scientific and technical instruction; ignorance among college trustees and managers of the methods and requirements of scientific and technical work; indifference, and in some cases, prejudice and positive opposition of classical scholars to scientific studies; but chiefly the want of the means with which to properly equip the scientific and engineering laboratories and machine shops required to give this instruction.

Means of Financing the Colleges

Since the state gave no direct aid to the colleges for almost a century, it is important to inquire as to how the colleges were financed, and how the new attitude developed at the beginning of the twentieth century.

How the early colleges were financed.- Reference has already been made to the controversy between Tennessee and the United States which terminated in the congressional act of 1806. By this act congress ceded to Tennessee a vast amount of land, estimated at 16,000,000 acres, lying within the state to the east and north of a certain line later called the congressional reservation line. It was provided in the act that Tennessee should set apart within the ceded territory 100,000 acres in one tract, which should be sold for not less than two dollars per acre, for the establishment of two colleges. Congress evidently intended that each college should receive at least \$100,000. But owing to conflicting claims of the colleges and the occupants of the lands, and the fact that 100,000 acres of fertile land could not be located in one tract, the land was finally sold on a

credit for one dollar per acre, with the privilege of paying for it in ten annual installments beginning in 1808.

Pursuant to this act of congress the state legislature established East Tennessee College on the foundation of Blount College, and Cumberland College at Nashville on the foundation of Davidson Academy. Three commissioners were appointed by the legislature to superintend the management of the fund provided in the land sale, and to distribute the funds equally to each of the colleges. The legislature avoided any appropriation,- even for the land on which the colleges were to operate.

After President Carrick died in 1809, East Tennessee College remained closed till 1820. In 1809 the legislature authorized a lottery scheme to raise funds, but it was a failure.

Not only was there a tremendous loss in selling the college land at one dollars per acre, but the deferred payments proved a calamity to the colleges. In 1807, and for many successive years thereafter, the legislature at the urgent request of the settlers passed many acts extending or postponing indefinitely the times of payment, and even remitting interest for certain periods.¹

In 1822 the University of North Carolina presented a

1. State of Tennessee, Acts of 1807, ch. lxvii; 1809, ch. xxxiv, ch. xlvii; 1811, ch. ix; 1812, ch ix; 1813, ch. 11; 1815, ch. xii; 1817, ch. lxxxviii; 1819, ch. xcvi; 1821, ch. cxlviii; 1822, ch. viii.

memorial to the legislature of Tennessee asking the latter to make land grants, free from taxation, to that university upon warrents issued to it by the state of North Carolina for the service of its officers and soldiers in the Revolutionary War. Governor Carroll appointed a committee to make the settlement, and it was agreed that grants should be issued upon the warrents held by the University of North Carolina, and that all its land in Tennessee should be exempted from taxation till 1830. The University of North Carolina in turn agreed to transfer 60,000 acres of its land warrents to two public seminaries, - 20,000 to East Tennessee College and 40,000 to Cumberland College, and also half of all the military land warrents which it might receive later from the state of North Carolina. The East Tennessee College received at least \$19,112.98 from the proceeds of these lands.¹

In 1823 the legislature tried to atone for its past sins by remitting altogether the one-third of the purchase money due on all lands south of the Holston and the French Broad Rivers, and to turn over to all institutions of learning the entire unremitted balance due on all lands in the district whether school lands or not, together with all lands

1. Edward T. Sanford, Blount College and the University of Tennessee, p. 51. Knoxville: The University of Tennessee 1894.

1
sold in default of payment. The fact that at least 466
tracts in that district were offered for sale in 1821 for
default in purchase money shows that conditions were
2
alarming.

Another attempt was made in 1829 to settle the long
controversy between the colleges and the settlers. The
legislature authorized the issuance to the trustees of East
Tennessee College and the University of Nashville (successor
to Cumberland College) of a grant of a half-township in the
district south of the Hiwassee River, provided the colleges
would release all their claims and rights in the land south
3
of the French broad and the Holston Rivers.

East Tennessee College accepted the agreement, but
the University of Nashville (Cumberland College) refused it
as an injustice. After nine years the university was
finally wearied into submission to the settlement. The
legislature in 1838 renewed its proposal of 1829, author-
izing the granting of lands to the two colleges from the
Ocoee District (south of Hiwassee River), which had re-
4
cently been acquired from the Indians by treaty. There is
some disagreement as to how much land was received, or
whether money was paid directly to the colleges from the sale

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1. State of Tennessee, Acts of 1823, ch. xxx.
 2. State of Tennessee, House Journal, 1821, p. 120.
 3. State of Tennessee, Acts of 1829, ch. xlvii.
 4. State of Tennessee, Acts of 1837-38, ch. cxcvi.

of land. The evidence is not clear from the records, but the most plausible inference is that a half-township (11,520 acres) was granted to each college. At any rate, East Tennessee College realized from the settlement \$34,397.29, and the University of Nashville, \$40,000. These sums fall far short of the \$100,000 which Congress intended in the act of 1806. The act of 1838 marks the end of legislation regarding the land grant funds of 1806. The immense loss from the sale of college lands and the poor economic status of the people help to explain why little progress was made prior to the Civil War.

Since no college was provided in the congressional act of 1806 for what is now West Tennessee, the United States arranged to establish such a college by releasing its right and title to the lands in the state lying south and west of the Congressional Reservation Line, which had not been previously appropriated. The condition of the act was that Tennessee should, out of the proceeds of the act, set apart and apply \$40,000 towards the establishment and support of a college at Jackson.¹ The full text of the act is quoted elsewhere in this thesis. One sixth of the amount, with private subscriptions, was used to purchase grounds and erect buildings, and the remainder was invested in five per

1. United States, Statutes at Large, IX, 1846, ch. xcii.

cent Tennessee bonds. The sum was intact when the state surrendered the college and the endowment to Union University in 1875.

The three state institutions thus far mentioned in this chapter, except possibly the University of Nashville, were continually involved in financial difficulties, trying to exist on meager endowments, tuition fees, and donations from the public. In 1858 the report of the trustees¹ of the three colleges tells something of their status. The University of Nashville had in real estate \$300,000 and in bonds \$80,000. It was reported as self-supporting, since the university had a large enrollment and was quite prosperous during the decade 1850-60. The East Tennessee University had in cash and bonds \$52,818.75. Competition was great because of the rise of numerous private and denominational colleges about that time, resulting in low standards and easily earned degrees. West Tennessee College still retained the bonds amounting to about \$40,000 as an endowment, and had a fair income from the tuition.

Financial status at the close of the Civil War.-

Tennessee's most pressing problem at the close of the war was not education, however urgent that may have been, but it was

1. Report of the Trustees of the University of Tennessee, University of Nashville, and West Tennessee College, 1858, pp. 6-7. Nashville: G. C. Torbett and Co. 1858.

The state , after all of its directions to the university, even failed at times to pay interest on its bonds held by the university, or paid it in depreciated warrents which caused over \$12,000 of loss ¹ to the university from 1873 to 1877. In 1881 the legislature reimbursed ² the college for the costs and balance which had accrued from the sale of the lands in 1869.

In 1881 the legislature passed an act permitting the state university to exchange its Tennessee bonds for state certificates of indebtedness bearing the same rate of interest. Thereupon the university surrendered \$9,000 of five per cent bonds and \$396,000 of six percent bonds for the equivalent amounts in certificates of indebtedness, which the university still holds.

Another federal aid came in the act of congress in 1887, known as the Hatch Act. ³ This act provided for the establishment of agricultural experiment stations in connection with the land grant colleges provided in 1862. Each state and territory was to receive \$15,000 annually at the pleasure of congress. Tennessee accepted the provisions of the act and designated the state university as the recipient of the funds. ⁴

1. Catalog of the University of Tennessee, 1907, pp. 26-27, Knoxville: University of Tennessee, 1907.

2. State of Tennessee, Acts of 1881, ch. xliii.

3. United States, Statutes at Large, XXIV, 1887, p. 440.

4. State of Tennessee, Acts of 1887, ch. ccxx.

Additional endowment for the agricultural and mechanical colleges was voted by Congress in 1890 in an act known as the New Morrill Act. The amount provided was \$15,000 annually and increasing \$1,000 each year for ten years, ultimately providing \$25,000 annually.¹ It was to be applied specifically to instruction in the subjects provided for in such colleges. Tennessee accepted the provisions and appropriated the funds to the University of Tennessee.²

The report of the trustees for 1891 shows the following resources and income for the university:

Resources, (land, buildings, equipment, bonds, and certificates).....	\$780,000
Income,	
Interest on bonds and certificates,	\$25,410
Appropriations by congress	31,000
Contingent income	8,000
	64,410
Total	\$844,410

In 1906 congress passed an act known as the Adams Act appropriating an additional sum of \$5,000 per year for the first year and increasing \$2,000 per year for five years. After that time the amount was to be \$30,000 for each state and territory. The fund was for research and experimentation on the agricultural industry of the United States.³

The "Nelson Amendment" to the Morrill Act of congress

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1. United States, Statutes at Large, 1889-90, p. 417.
 2. State of Tennessee, Acts of 1891, ch. xxxvi.
 3. United States, Acts of 1905-6, sec. 5, p. 63.

was passed in 1907. It increased the appropriation for agricultural colleges. The amount was \$5,000 for the year ending June 30, 1908, increasing by \$5,000 for four years, and thereafter \$50,000 annually was to be paid¹ to each state and territory.

The federal government gave aid in the form of an agricultural extension act in 1914, known as the Smith-Lever Act. The permanent appropriation was \$480,000 annually, or \$10,000 to each state accepting the provisions. After the first year, there was appropriated an additional \$800,000 for one year, this sum being increased each year by \$500,000 for seven years. After that time the sum of \$4,100,000 in addition to the original \$480,000 became available.² From this source alone the university received for the fiscal year ending June 30, 1930, \$237,398.03.

In 1917 the federal government passed the Smith-Hughes Act providing funds for training teachers, and paying the salaries of teachers, supervisors, and directors, in agriculture, home economics, and industrial arts.³ The amount set apart was \$200,000 in 1917. This amount gradually increased to \$3,000,000 annually beginning in 1927. These appropriations are conditioned by certain provisions of the

1. United States, Statutes at Large, XLIV, 1907, p. 1281.

2. Ibid., XLVIII, 1914, p. 373.

3. United States, Statutes at Large, XXXIX, 1917, p. 929.

states which need not be given in detail here. The university received from this source \$13,834.56 in 1926-27, and \$15,917.22 in 1929-30.

In 1925 Congress voted to endow further the agricultural experiment stations established in 1897. The amounts appropriated were to each state \$20,000 in 1926. Appropriations were increased each year thereafter, reaching \$60,000 annually in 1930.

State appropriations.- In 1903 the sum of \$10,000 was appropriated to the university for the purchase of lands for the agricultural experiment station.

In the general appropriation act of 1905 the sum of \$25,000 was appropriated for the purpose of establishing schools of technology at the University of Tennessee. A certain portion of this fund was to be used for the transportation of students from various parts of the state.

The legislature appropriated in 1907 the sum of \$100,000, one half of which was for the year 1907 and one half for 1908. The funds were to be used as follows:

\$25,000 for payment of salaries of professors;
40,000 to build an agricultural hall (Morrill Hall);
10,000 for repairs and maintainance;

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- p. 970.
1. United States, Statutes at Large, XLIII, 1925,
 2. State of Tennessee, Acts of 1903, ch. cccxiv.
 3. State of Tennessee, Acts of 1905, ch. ccccxvii.
 4. State of Tennessee, Acts of 1907, ch. clxiv.

\$12,000 for equipment;
10,000 for agricultural extension in middle Tennessee;
3,000 for transportation of students to the university.

State aid for Peabody Normal College.- The state aid given to the University of Nashville went to the Peabody normal College (at first known as State Normal College), which was in fact the literary department of the university. When the college was established in 1875 the legislature refused to appropriate any money for its support. For the first five years the Peabody Board¹ contributed about \$39,000. The state thus reaped the benefits of the normal school without any financial obligation.

In 1881 the state made its first appropriation² to the institution in the amount of \$10,000.. From that time till 1905 regular appropriations were made in increasing amounts as shown below.³

1881-1883	\$10,000 per year	
1883-1887	13,000 per year	
1887-1889	11,500 per year	(whole amount not used)
1889-1891	13,300 per year	
1891-1895	18,300 per year	
1895-1905	23,300 per year	

Total for 24 years, \$429,000.

The Peabody board continually matched the state gifts and made also many other generous gifts to the college. The

1. Report of the State Superintendent of Public Instruction, 1880, p. 34. Nashville: Department of Public Instruction, 1880.

2. State of Tennessee, Acts of 1881, ch. cliv.

3. J. W. Brister, "Financial History of Peabody College," alumni directory, 1909, p. 381. Nashville: George Peabody College, 1909

legislature, in order to help secure from the Peabody board a permanent endowment of \$1,000,000 for Peabody College, appropriated \$250,000 in 1905 to be paid in ten equal installments.¹ While Peabody ceased to be a state charge in 1909, the legislature has made other small gifts for purchasing and improving the Seaman A. Knapp School of Country Life at the college. In 1913 the state gave for this purpose² \$25,000, and in 1921 another gift of \$30,000.³

The appropriations beginning in 1881 mark the beginning of the acknowledgement of the obligation of the state to support higher education. From that time the appropriations have steadily increased, so that the present needs are fairly well provided for.

A new attitude towards education.- The coming of the twentieth century seems to mark the awakening of a new attitude towards education on all levels. The gubernatorial campaign of 1902 was the first such campaign to make the public school question the main issue. The school question was the principal theme of James B. Frazier, the successful candidate. He wanted the opportunities for education in the remotest rural districts to be equal to those of the cities. He secured the passage of an act distributing to the schools

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1. State of Tennessee, Acts of 1905, ch. cxi.
 2. State of Tennessee, Acts of 1913, ch. xxxix.
 3. State of Tennessee, Acts of 1921, ch. lxvii.

the surplus in the treasury at the end of 1903 less ten per cent as a sinking fund. This legislation gave the schools \$270,000 to be added to the \$420,000 from the school fund¹ In 1904 there were bounteous crops and industrial prosperity. The surplus for schools January 1, 1905, was consequently one quarter of a million dollars towards the endowment of George Peabody College, to which it had contributed since 1881. From 1902 the school question remained before the public, resulting in an enlightened attitude towards the educational needs of the state. The revival in the lower schools gained in momentum and was extended to the whole system in the enactment in 1909 of one of the most important educational acts in the history of the state.

Effect of the General Education Bill, 1909.- The act of 1909 is of tremendous significance for higher education because of its aid to elementary education, to high schools, and to teacher training. The act created what was called a General Education Fund to consist of 25 per cent of the gross revenue of the state. The fund was to be distributed on a percentage basis as follows.²

To the various counties on the basis of	
scholastic population -----	61 per cent
equalizing fund for those counties which	
met certain requirements -----	10

1. Annual Report of the State Superintendent of Public Instruction, 1907, pp. 46-135. Nashville: Department of Public Instruction, 1907.

2. State of Tennessee, Acts of 1909, ch. cclxiv.

Maintenance of high schools -----	8 per cent
Establishment and maintainance of public schools libraries -----	1
Establishment and maintainance of normal schools	13
University of Tennessee -----	7
	100

The school revenue of the state was increased by this act more than a million dollars in 1910, as compared with 1909.

This legislation tended to unify the state system in a manner which had not been accomplished previously. The educational workers were encouraged; new life and vigor were put into the whole system. The first teacher-training institutions which the state could call its own were set up. The University of Tennessee, with a new opportunity for service, began its modern period of expansion as the head of the state school system. It was a new day,- a change from casual, meager appropriations to a direct tax for higher education.

Of the portion allocated to the state university, it was provided in the act that ten per cent (but not less than \$10,000) should be used annually for the maintenance of the Agricultural and Horticultural Experiment Station and Model Farm in West Tennessee. Five per cent (but not less than \$5,000) was to be used for co-operative agricultural experiments in Middle Tennessee.

From the funds set apart for normals, one seventh of the amount was to go to the normal for negroes and six

sevenths to the normals for whites.

In 1913 the amount of the tax levy of the act of 1909 was increased from 25 per cent to 33 1/3 per cent of the gross revenue of the state.¹

When the Tennessee Polytechnic Institute was established in 1915 as an amendment to the act of 1909, it was provided that two per cent of the general education fund be used for its support and maintenance.²

The \$1,000,000 bond issue, 1917.- The year 1917 is a memorable date in the annals of the University of Tennessee. At that time the income of the university was only \$125,000 annually, whereas the new act increased it to about \$336,000. The half-mill tax (five cents on each \$100) voted in the act for the university was the equivalent of an endowment of about \$7,000,000. Then the \$1,000,000 bond issue in addition made the gift virtually \$8,000,000, according to a statement by the president.³

The act of 1917 authorized the issuance of one million dollars in bonds bearing four and one-half per cent interest. The proceeds from the sale of these bonds were to be used as follows:⁴

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1. State of Tennessee, Acts of 1913, ch. xxiii.
 2. State of Tennessee, Acts of 1915, ch. xxxv.
 3. Catalog of the University of Tennessee, Dec. 1917, p. 46. Knoxville: University of Tennessee Press, 1917.
 4. State of Tennessee, Acts of 1917, ch. xxxv.

\$100,000 to construct buildings for a agricultural
experiment station in Middle Tennessee;
\$100,000 to liquidate the indebtedness of the university;
\$800,000 for buildings and improvements.

The revenue voted for the university in 1909 was withdrawn in 1917 and five-sevenths of it turned over to elementary schools and two-sevenths to the high school fund. Instead of that tax, the new one-half mill tax on each \$1.00 of taxable property was levied, the amount of which was to constitute a "University of Tennessee Development and Maintenance Fund." Out of this fund the following items were to be paid:

Interest on the \$1,000,000 bonds;
\$20,000 annually to retire the bonds;
Help pay the requirements of the Smith-Lever Act;
Pay interest on the certificates of indebtedness held by
the university against the state as a result of the
sale of land scrip (1862), amounting to \$23,960 annually;
Remainder to be used to develop the university.

Recent appropriations and bond issues.- The half-mill tax voted in 1917 was continued till 1929 when the state property tax was repealed, leaving the support of the university to direct appropriations. In 1921 the general assembly voted \$150,000 in bonds for building purposes for each of the three normal schools. In the general appropriation bill of 1925 the university was allotted \$315,000 "to be used in refunding to the university the amount already paid for land in Memphis and in completing the payments for

said land."¹ The same bill² appropriated annually \$80,000 for each of the three teachers colleges, \$70,000 for the Polytechnic Institute, and \$65,000 for the Agricultural and Industrial Normal School for negroes, exclusive of any special appropriations for plant improvements and extensions.

Another act of 1926 provided for the issuance of \$250,000 of Tennessee certificates of indebtedness, maturing serially in the amount of \$25,000 annually for ten years, for the use of the University of Tennessee.³ At least \$250,000 of the fund was to be used to erect additional buildings for the College of Medicine at Memphis, and the remainder for additional buildings and equipment for the university as the trustees saw fit. This fund was not additional revenue but an advance payment from the "University of Tennessee Development Fund" provided in the one-half mill tax of 1917. The treasurer of the state was directed to withhold the income from the one-half mill tax till the certificates should be retired.

In the year 1927 large appropriations were made for the several state higher institutions. In the first place two new school units were established: the Austin Peay State Normal, and the University of Tennessee Junior College. For

1. State of Tennessee, Acts of 1925, ch. cxiv.

2. Ibid., ch. cxv.

3. Ibid., ch. cvi.

the Austin Peay Normal the sum of \$75,000 per year was appropriated for its support.¹ For the Junior College the sum of \$75,000 per year for two years was voted.

The appropriations for the teachers colleges, the Polytechnic Institute, and the normal for negroes for the two years 1927-1929 are shown below:²

<u>School</u>	<u>General Expenses</u>	<u>Additional for Buildings</u>
State Teachers College Murfreesboro	\$250,000	\$200,000
State Teachers College Memphis	250,000	200,000
State Teachers College Johnson City	250,000	200,000
Tennessee Polytechnic Institute	220,000	150,000
Agricultural and Industrial Normal School (negro)	210,000	60,000
Equalization fund for all five	110,000	
Total for the two years	\$2,100,000	

Building bonds for the University of Tennessee were authorized in 1927 in an act, section 1 of which follows.³

Be it enacted by the General Assembly of the State of Tennessee, the Board of Trustees of the University of Tennessee is authorized to expend the proceeds of the \$2,500,000 bonds herein authorized for such buildings and equipment of the University at its Departments at Knoxville and Memphis, as such Board may determine on, and for this purpose it is authorized to enter into and carry out such contracts as may be necessary or proper to provide said buildings and equipment.

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1. State of Tennessee, Acts of 1927, ch. 1.
 2. Ibid., ch. liii.
 3. Ibid., ch. x.

The bonds were to be retired by applying to them the un-appropriated funds derived from a special tobacco tax levied at the same session of the legislature. The buildings erect-¹ed from this bond issue are listed below.

At Memphis:

Pharmacology building (1927).....	\$425,000
Library building, clinic and biological extensions (1927).....	75,000

At Knoxville:

Physics and geology (1928)	215,000
Extension of power plant (1928)	75,000
Chemistry (1928)	180,000
Engineering (1929)	225,000
Library (1929)	305,000
Administration building (1930)	200,000
Physical education (1930)	300,000
Biology; student infirmary; farm buildings (1931).	<u>250,000</u>

Total	\$2,500,000
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In 1929 the legislature appropriated for the University of Tennessee the sum of \$2,130,000 for the two year period 1929-31. It was to be used for the maintenance and development of the university, with the following pro-²vision.

Of said amount....\$75,000 per annum shall be used for the expenses and maintenance of the University of Tennessee Junior College at Martin, as provided in section 3, chapter 9, of the Public Acts of the General Assembly for the year 1927, and the sum of \$90,000 per year shall be used and expended for improvement and additional buildings for said Junior College at Martin.

1. Biennial Report of the Trustees of the University of Tennessee, 1928-30. Knoxville: University of Tennessee Press, 1930.

2. State of Tennessee, Acts of 1929, ch. cvi.

The appropriations in 1929 for the state institutions of higher education, other than the state university, are summarized below.¹ The amounts are for two years, 1929-31.

<u>School</u>	<u>General</u> <u>Purposes</u>	<u>Buildings</u> <u>and equipment</u>
State Teachers College, Johnson City	\$350,000	\$250,000
State Teachers College, Murfreesboro	350,000	225,000
State Teachers College, Memphis	350,000	225,000
Tennessee Polytechnic Institute	300,000	225,000
Agricultural and Industrial State Normal for negroes	280,000	75,000
Austin Peay Normal School	200,000	225,000
	<u>\$1,830,000</u>	<u>\$1,225,000</u>
Grand total		\$3,055,000

Economic Resources and Wealth of the State

The data already presented in this chapter show that the state was slow to appropriate tax money for the support of higher education. A question may be raised as to the ability of the state to support education of any kind. There are at least two important factors or conditions which bear directly upon this question; (1) the ratio of rural to urban population, and (2) the presence of the negro as an economic problem.

Rural and urban population.- The population of Tennessee has always been a fundamentally agrarian. Since the ability to support education in the United States has

1. State of Tennessee, Acts of 1929, ch. cvi.

been somewhat in proportion to industrial development and the consequent growth of cities, Tennessee made slow progress educationally prior to the twentieth century. Its growth in urban population has not kept pace with that of the United States as shown in Table I. Even as late as 1880 it was 92.4 per cent rural as compared with 71.4 per cent for the United States. It will be observed in Table II that that the chief cities have grown rapidly since 1900, indicating a new economic development.

The negro as an economic problem.- The negroes have always been an economic factor in the state. Before the Civil War large sums of money were invested in them, and after they were free they were an economic liability, being without property and uneducated. Table III shows the per cent of negroes and whites in the state as compared with the United States from 1790 to 1900. One may get a picture of the economic phase of slavery by glancing at Table IV, which shows the taxable property in the state in 1854. The total value of slaves in the state at that time is seen to have been \$71,172,897, or 32 per cent of the whole taxable property.

The economic burden of the south following the emancipation of slaves was virtually ignored by the federal government. The report of the United States Commissioner of education has this to say on that point.

TABLE I

RURAL AND URBAN POPULATION OF TENNESSEE AS
COMPARED WITH THE UNITED STATES, 1880-1920.*

Year	Tennessee		United States	
	Per cent rural**	Per cent urban	Per cent rural***	Per cent urban
1880	92.4	7.6	71.4	28.6
1890	86.5	13.5	64.6	35.4
1900	83.8	16.2	60.0	40.0
1910	79.8	20.2	54.2	45.8
1920	73.9	26.1	48.6	51.4

* United States, Farm Population of the United States, p. 31. Department of Commerce. Washington: Government Printing Office, 1926.

** Less than 2,500 population.

TABLE II

THE GROWTH IN POPULATION OF THE FIVE CHIEF
CITIES OF TENNESSEE, FROM 1850 TO 1930.*

Year	Memphis	Nashville	Knoxville	Chattanooga	Jackson
1850	8,841	10,165	2,076	-----	1,006
1860	22,623	16,988	-----	-----	2,407
1870	40,226	25,865	8,682	6,093	4,119
1880	33,592	43,350	9,693	12,892	5,377
1890	64,495	76,161	22,535	29,107	10,039
1900	102,320	80,865	32,637	30,154	14,511
1910	131,105	110,364	36,346	44,604	15,779
1920	162,351	118,342	77,818	57,895	18,860
1930	253,143	153,866	106,802	119,539	22,172

* Data from the United States Census Reports.

TABLE III

PER CENT OF WHITE AND COLORED POPULATION IN TENNESSEE
AS COMPARED WITH THE UNITED STATES, 1790-1900.*

Year	White	Colored		
		Total	Free	Slave
1790				
Tennessee	39.4	10.6	1.0	9.6
United States	80.7	19.3	1.5	17.8
1820				
Tennessee	80.4	19.6	0.6	18.9
United States	81.6	18.4	2.4	16.0
1850				
Tennessee	75.5	24.5	0.6	23.9
United States	84.3	15.7	1.9	13.8
1880				
Tennessee	73.9	26.1		
United States	86.5	13.1		
1900				
Tennessee	76.2	23.8		
United States	87.8	11.6		

* United States, A Century of Population Growth, 1790-1900, p. 82. Washington: Government Printing Office, 1909.

TABLE IV

TAXABLE PROPERTY IN TENNESSEE
FOR THE YEAR 1854*

	East Tennessee	Middle Tennessee	West Tennessee
Acres of land	8,198,633	10,484,100	8,000,000
Number of slaves	11,040	11,340	44,140
Value of land	\$25,596,677	\$58,172,132	\$32,454,999
Value of slaves	\$ 6,098,615	\$34,223,407	\$30,850,875
Value town lots	\$ 2,282,313	\$10,643,313	\$ 8,620,512
Value other taxables	\$ 1,908,336	\$ 6,282,081	\$ 1,878,786
Total taxes paid	\$25,566	\$185,289	\$160,996

* R. H. White, Development of the Tennessee State Educational Organization, 1706-1850, p. 70. Kingsport, Tennessee: Southern Publishers, Inc., 1929. Pp. ix + 289.

When the government emancipated the negroes there was an imperative resulting obligation to prepare them for citizenship and freedom, but the government has persistently and cruelly refused to give one cent of aid to this indispensable work. Along with what the States have done, northern religious societies and some benevolent men and women have given liberally for the education of the negroes.

Ability of the state to support education.- Owing to the unfortunate position of southern agriculture, Tennessee has not until recent years been able to support education in proportion to the United States as a whole. Table V shows the per capita value of property in Tennessee as compared with the United States from 1850 to 1922. Again one can see an upward trend since 1900. Obviously economic development has paralleled the recent development in higher education.

In 1850 the average size of the farms in Tennessee was 261 acres, and the average value \$5.15 per acre. These farms were poorly improved, and a great portion of them was unsuited to any kind of crop. Table VI shows how the average size of the farms has steadily decreased as the population increased. But the value of the land has increased, the rate of increase being 119 per cent from 1910 to 1920, the period during which expansion in higher education occurred.

The facts all seem to point to the inference that Tennessee's ability to support higher education began to in-

1. Report of the United States Commissioner of Education, I, 1903, pp. 543-52. Washington: Government Printing Office, 1905

TABLE V

PER CAPITA ESTIMATED VALUE OF ALL PROPERTY IN TENNESSEE
AS COMPARED WITH THE UNITED STATES, 1850-1922.*

Year	Per capita estimated value of all property	
	Tennessee	United States
1850	\$201.00	\$308.00
1860	445.00	514.00
1870	317.00**	624.00**
1880	451.00	870.00
1890	502.00	1,056.00
1900	473.00	1,165.00
1904	520.00	1,318.00
1912	848.00	1,950.00
1922	1,773.00	2,918.00

* United States Bureau of the Census, Wealth, Public
Debt, and Taxation: 1922. Washington: Government Printing
Office, 1923.

** Gold basis.

TABLE VI

AVERAGE SIZE AND VALUE OF FARMS FOR A PERIOD
OF SEVENTY-FIVE YEARS¹

Year	Average acreage per farm	Average value per acre
1850	261.0	55.18
1860	250.9	13.13
1870	165.7	8.94
1880	124.8	10.00
1890	115.6	12.04
1900	90.6	15.03
1910	81.5	23.98
1920	77.2	52.53
1925	70.9	42.54

1. C. E. Brehm, Tennessee, p. 36. Nashville:
Department of Agriculture, 1926, Pp. 74.

crease after 1900. The rank of the state as compared with the neighboring states and the United States with respect to federal income tax is shown in Table VII. Among the neighboring states Tennessee ranks fourth in per capita net income reported, and second in average net income per return.

Summary

Tennessee's problem of control and support of higher education has been so complex that a century has scarcely solved it. Divided in opinion and effort, and at the same time involved in financial difficulties, the opposing groups have quietly gone on with the work, being too well contented with things as they were.

Not only was there a line of cleavage between the church colleges and the state colleges, but the latter institutions have suffered the further handicap of having a division in their own camp, by a dual system of control of the schools.

During the long period of state inactivity, the colleges were financed by grants of land from the federal government, tuition fees, and gifts from individuals. It is difficult to imagine what would have happened to state higher education if support had not been offered by the federal government and the Peabody Fund. The immediate

TABLE VII

FEDERAL INCOME TAX, TENNESSEE AND ITS BORDER STATES,
PERSONAL RETURNS, FOR THE CALENDAR YEAR 1922.*
(Figures in parenthesis indicate rank)

State	Per cent of popula- tion filing	Per capita net income reported	Per cent increase net income over 1921	Average net in- come per return
Alabama	1.8(7)	\$52.83(8)	8.4(5)	\$2,910(5)
Arkansas	1.8(8)	53.19(7)	3.3(8)	2,982(3)
Georgia	2.4(5)	67.15(5)	10.6(4)	2,850(9)
Kentucky	2.8(3)	81.67(3)	4.0(7)	2,872(7)
Mississippi	1.5(9)	42.99(9)	28.1(2)	2,862(8)
Missouri	5.1(1)	153.35(1)	5.3(6)	3,030(1)
N.C. Carolina	2.2(6)	64.85(6)	34.3(1)	2,964(4)
TENNESSEE	2.7(4)	80.22(4)	11.6(3)	3,001(2)
Virginia	3.0(2)	37.35(2)	0.5(9)	2,898(6)
UNITED STATES	6.2	194.72	9.0	3,143

* United States Bureau of Education, Survey of
Higher Education in Tennessee, p. 15. Tennessee College
Association, 1926.

effect of these subsidies was to stimulate the people of the state and make them more conscious of the need of higher education.

Tennessee, which is admirably adapted to industries of various kinds, has long remained unduly rural and agricultural, thus reducing its ability to support education. But since 1900 the wealth of the state has rapidly developed, making possible a parallel development of higher education.

CHAPTER VI

CURRICULUM REALJUSTMENTS

In a previous chapter certain facts were presented relative to the curriculum offerings in the state colleges before the Civil War. It remains to be shown how certain influences brought about readjustments of the curriculum in the modern period. Some of these general conditions and influences will be considered before tracing in detail the subject-matter offerings.

What the People Read

Mention has already been made of the classical literature, including the Bible, which was in general use among those who actually did any reading. Holt has this to
1
of the early days.

The reading matter of the early home was largely religious or professional. The literature in which the pioneer was interested was of a serious nature. Outside the law-books, and dictionaries, most of the volumes were on philosophy or religion.

The list of books belonging to Davidson Academy (later the University of Nashville) included Greek and Latin classics, texts in mathematics and astronomy, and Aesop's fables.

1. Albert C. Holt, "Economic and Social Beginnings of Tennessee." Tennessee Historical Magazine, VII (Apr. 1924), 24-79.

Some of the books which might be expected to be found in any home library during the nineteenth century were:

Webster's Blue-back	Books on Science and
Speller	Religion
The Bible	Law Books
Aesop's fables	Dictionaries
The "Family Physician"	Almanacs
Sermons	Religious papers and
Old text books	books

Perhaps the importance of general reading among the masses has been underestimated. On this matter will depend largely the cultural and intellectual level of a given society. Higher education in Tennessee, was first attempted without having a sufficient basis in the lower schools and without the sanction of a cultured, intellectual public. The superstructure was attempted without first laying the foundation.

Tennesseans have not been avidious readers. There is no doubt, however, that the situation has improved since the state took a new interest in the lower schools beginning with the law of 1909. Not until recent years have any scientific studies been made of the reading interests of the people in the various states. One of these studies is adapted in Table VIII to show the conditions in the South. Reeder determined for the different states and the District of Columbia the circulation of two types of magazines in proportion to population. One type he calls the "Popular" and the other the "High Brow" magazines. The table is

TABLE VIII

MAGAZINES READ IN TENNESSEE AND THE BORDERING STATES¹

State	Circulation of the 13 "High Brow" magazines ²		Circulation of the 10 Popular magazines ³		Combined rank among states on all maga- zines
	Per cent of population	Rank among states	Per cent of population	Rank among states	
Alabama	.29	47	4.36	49	49
Arkansas	.27	48	5.67	45	45
Georgia	.33	46	5.12	47	46
Kentucky	.39	43	5.97	42	42
Mississippi	.23	49	5.15	46	47
Missouri	.87	32	12.47	33	33
North Carolina	.42	42	5.86	44	44
TENNESSEE	.33	45	5.94	43	43
Virginia	.58	39	8.02	40	40

1. W. G. Reeder, "Amount and Kind of Reading in the Various States." Educational Research Bulletin, III (April 30, 1924), 179-182.

2. High Brow Magazines: American Review of Reviews; Asia; Current Opinion; Judge; North American Review; Popular Science Monthly; Scientific American; Scribner's Magazine; The Atlantic Monthly; The Nation; The Outlook; Vanity Fair; and World's Work.

3. Popular Magazines: Saturday Evening Post; Ladies Home Journal; Pictorial Review; American Magazine; Woman's Home Companion; Cosmopolitan; Literary Digest; Country Gentleman; National Geographic; and Red Book Magazine.

adapted to show the standing of Tennessee in relation to the bordering states.

The study reveals many facts which are in keeping with the argument already presented. The validity of the criteria was checked by correlating the ranks of the several states on both sets of magazines read. The coefficient of correlation was found to be 0.93. He states also that a high correlation exists between the ranks of the states and the number of men furnished to Who's Who.

It is evident from the study that the East South Central states are lowest in the amount of reading of the magazines. These same states rank low in the literacy scale. The bearing of this situation upon higher education is, of course, self-evident. Tennessee, however, is seen to rank fourth among the nine states shown in the table, with respect to the circulation of all the magazines.

Educational Theory and Prescribed Offerings

Since the aim of education determines the method of acquiring it, it is not very difficult to determine why the early curriculum was prescribed so rigidly. The Renaissance and reformation movements caused wide interest in Greek and Latin. The early colleges in America stressed these languages, because the chief aim was to train ministers. The minister needed Greek, but the Latin was retained on the

ground of its contribution to formal discipline. These ideals of a classical education persisted in Tennessee colleges till after the Civil War, as previously explained.

For the first century there was practically no difference of opinion about the content of the curriculum. Two phases of the question, however, have caused considerable discussion in the state. After the elective system developed the question arose as to what subjects might be offered for admission to college or for graduation. Courses in Bible were generally offered in denominational colleges, but when these credits were offered upon transfer to state colleges some difficulties arose. This controversy was more noticeable when the state began to issue professional teachers certificates based upon college work. For example, the present certificate law requires that a person licensed to teach in high school must have at least eighteen quarter hours in the subject he expects to teach. But since the Bible is not to be taught in the public schools, therefore Bible credits could not count in teacher-training.

The other phase of the question arose over the matter of organic evolution. The faction which was unable to put the Bible into the curriculum of tax-supported schools, retaliated by securing the passage of the anti-evolution bill in 1925, to exclude the "dogma" of science. This law does not forbid the explanation of the theory, or even the teach-

ing of it as a theory, but merely as a fact of science. The law applies to higher education as well as the lower schools. The chief effect of the law has been an effort to select for the public schools science books which are not too obviously inclined to that theory. In signing the bill Governor Peay¹ said:

This bill is a distinct protest against an irreligious tendency to exalt so-called science, and deny the Bible in some schools and quarters- a tendency fundamentally wrong and fatally michievous in its effects on our children, our institutions and our country.

Problems of College Admission

It has been shown previously that the early colleges admitted students to a prescribed, classical curriculum by examination, without any definite quantitative measure of their qualifications. The purpose in this section is to discuss certain factors which have operated to change entrance requirements during the latter part of the nineteenth century.

Plans of admission.- In general, two plans of admission have been used: Examination, and some form of certificate from an accredited school. The former examines the candidate, and the latter examines the secondary school from

1. State of Tennessee, House Journal, 1925, p. 745.
Hamilton: Tennessee Industrial School, 1925. Pp. 1541.

which the candidate candidate comes. Before the rise of standardizing agencies the examination plan was used. The candidate had to pass examination in all the subjects offered. In 1911 Harvard College initiated the comprehensive examination, examining the candidate in four subjects only. Since 1916 the College Entrance Examination Board has used this plan. The certificate plan has been the most common method of admission in the twentieth century. After the World War, as a result of the Army Mental Testing, the psychological examination plan has been used by some institutions, notably Brown University and Columbia University.

Influence of standardizing agencies.- By 1870 at least eleven subjects were recognized as being suitable for college entrance. These were:

Latin	English Grammar
Greek	Ancient History
Arithmetic	Physical Geography
Geography	English Composition
Algebra	U. S. History
Geometry	

As other subjects began to be added to the curriculum of the secondary school the articulation between the secondary school and higher institutions became disturbed. A pupil could not take all of the courses; hence electives had to be allowed. The elective system raised the further question of a quantitative standard for each subject and of the total credit for college admission. The articulation problem had three phases; flexibility of admission requirements, the

accrediting system, and uniformity of practice among schools. These problems gave rise to the New England Association of Colleges and Preparatory Schools in 1885, followed by the Commission of Colleges of New England on Entrance Examinations. Other regional associations arose as follows:

The Association of Colleges and Secondary Schools of the Middle States and Maryland, 1892;

The North Central Association of Colleges and Secondary Schools, 1892;

Association of Colleges and Secondary Schools of the Southern States, 1895; and

The Northwest Association of Secondary and Higher Schools, 1918.

Retarding influences.- Not until the second decade of the twentieth century was there an adequate system of lower schools in Tennessee upon which a system of higher education could be built. During the nineteenth century the lower school work was done chiefly in academies or by private tutors. The public or "free" schools did not have much opportunity to develop before 1873. The academies, moreover, were usually local and private. The religious denominations used them to feed their colleges. This general lack of a state system of lower schools made it necessary for the state colleges either to maintain low admission standards or appeal to a small constituency.

Viewing the situation from another angle, one might consider the educational status of the adult white people at the close of the Civil War. Could they enter college? What would be the effect of their illiteracy upon the following

generation? In 1870 the illiterate whites over ten years of age constituted 26.9 percent of the total population. This figure had only been reduced to 17.8 by 1890. Goodspeed¹ vividly describes conditions in the following quotation.

At the close of hostilities the educational problem confronting the people of Tennessee was one of the most appalling ever presented to any people. With over 70,000 illiterate adult white persons at the beginning of the war, augmented by thousands deprived of schools during the succeeding four years, in addition to nearly 300,000 hopelessly illiterate freedman, the situation was not only overwhelmingly discouraging, but positively dangerous.

Admission to the State Colleges

How the higher institutions have actually responded to the forces making for changes in curriculum and admission is discussed on the succeeding pages.

The University of Tennessee.- With the establishment of the Agricultural and Mechanical College in 1869 an adjustment had to be made in the matter of entering upon the two general curricula offered, the classical and the non-classical. The latter was the A. and M. Course. Standardizing agencies were not then in existence. The usual Latin and Greek were required for admission to the Classical course. For admission to the A. and M. Course the candidate had to² pass examination in the following subjects.

1. E. J. Goodspeed, History of Tennessee, pp. 430-431. Nashville: Goodspeed Publishing Co., 1887.

2. Catalog of East Tennessee University, 1872, pp. 21-22. Nashville: James Purvis and Co., 1873.

English Grammar
Spelling
Geography

Higher Arithmetic
Algebra to quadratics
Geometry, 1st and 2nd Books

Admission by Certificate.- The next major change in entrance requirements was attempted by the legislature in 1892. The bill passed the legislature but was lost by the clerks before it was signed by the governor. It provided for admission to the university of all graduates of regular high schools and secondary schools. The reader will recall that this was about the time the various accrediting agencies were arising. In September of the same year the board of trustees embodied the main feature of the legislative act¹ in the following resolution.

Be it resolved by the Board of Trustees of the University of Tennessee, That all students who shall have completed the prescribed course of study in any State secondary school, town or city high school, high school department, private school, academy or college in this State, whose course of study shall have been approved by the President and faculty of the University, as provided in the regulations for accredited schools, shall be admitted, upon a certificate or diploma from the said school, to the lowest class of the said college, and receive free tuition.

2. That it shall be the duty of the faculty of the University, during the months of May, June, July, or August of each year, to hold, or cause to be held, at convenient points throughout the State, examinations, for the purpose of giving opportunity to such persons as are not provided for in the foregoing paragraph, to become students, with free tuition in the University.

In 1894 a candidate, unless he applied for admission

1. Report of the State Superintendent of Public Instruction, 1893, p. 159. Nashville: Department of Public Instruction, 1893.

by a certificate from an "accredited" school, was required to take examination and make at least 60% on the following subjects.¹

English Grammar and composition
Mathematics; arithmetic, and algebra to theory of exponents
Geography and History of the United States
Elementary physics and physiology
Latin; grammar and prose, such as Caesar
Greek; grammar and Xenophon.

To the teachers' department the university admitted graduates of accredited schools who had taught one term under a regular certificate; and others, if they had taught five months were admitted by tests.

By 1904 the university had essentially its present organization. The matter of admission was largely left to each of the special faculties (or colleges), or a committee appointed by the same. The university has thus developed a parallel plan rather than a unified plan of admission. By 1909 the quantitative measurements, the outcome of the standardizing agencies, were definitely applied. Admission requirements were as follows.²

<u>B. A. Course</u>		<u>Agricultural and Engineering</u>	
English -----	3 units	English -----	3 units
Mathematics ----	2		

1. Report of the State Superintendent of Public Instruction, 1894, p. 10. Knoxville: Department of Public Instruction, 1894.

2. Catalog of the University of Tennessee, 1909. p. 22. Knoxville: University of Tennessee, 1909.

<u>B. A. Course</u>		<u>Agricultural and Engineering</u>	
Foreign languages --	4 units	Science -----	2 units
Science -----	2	Mathematics -----	2
Elective -----	1	Elective -----	4
Total	12		11

In 1910 these requirements were raised to 14 units for the A. B. Course and 12 for the Engineering and Agricultural Course. The latter was again increased to 14 in 1912. In 1910 the university published a list of subjects which might be offered for admission, and the maximum amount allowed in each. The list follows.

<u>Subject</u>	<u>Maximum credit</u>	<u>Subject</u>	<u>Maximum credit</u>
English	3	Chemistry	1
Latin	4	Botany	1
Greek	3	Zoology	1
German	3	Biology	1
French	3	Physiography	1
Spanish	2	Agriculture	1
Mathematics	4	Domestic Science	1
History	4	Musical	1
Shop work	2	Appreciation	1
Civil Government	1	Harmony	1
Physics	1	Musical	1
		Performance	1

In 1918 admission requirements were raised to fifteen regular units for all curricula. There was some¹ variation in the different curricula as is shown below.

1. Catalog of the University of Tennessee, 1918-19.
p. 27. Knoxville: University of Tennessee Press, 1918.

Liberal Arts Course¹

English	3 units
Mathematics	2½
Foreign language	4
Electives*	5½

Total 15

Commerce

English	3 units
Mathematics	2½
Foreign language (one)	2
Electives*	7½

Total 15

Pre-Medical

English	3 units
Mathematics	2
One foreign language	2
History	1
Electives*	7

Total 15

Engineering

English	3 units
Mathematics	3
Science	2
Electives*	7

Total 15

Agriculture

English	3
Mathematics	2
Science	3
Electives*	7

Total 15

1. Same for college of education.

* Electives had to be from the accepted list given below.

The Accepted List from
Which to Choose Electives

<u>Course</u>	<u>Maximum credit</u>	<u>Course</u>	<u>Maximum credit</u>
English	4	Biology	1
Latin	4	Physiography	1
Greek	3	Physiology	1
German	3	General Science	1
French	3	Agriculture	2
Spanish	3	Drawing	2
Mathematics	4	Shopwork	2
History	4	Domestic Science	2
Civil Government	1	Commercial subjects	3
Physics	1	Musical appreciation	1
Chemistry	1	Harmony	1
Ectany	1	Musical performance	1
Zoology	1		

Some minor changes were made in entrance requirements after 1918. Degrees are somewhat more specialized. The requirements in 1930 for entrance to the various curricula are displayed in Table IX. The only subjects which are uniformly required in all curricula are English and mathematics.

TABLE IX

ADMISSION REQUIREMENTS TO THE UNIVERSITY
OF TENNESSEE IN 1930

Curriculum	En- glish	Mathe- matics	Foreign language	His- tory	Sci- ence	Elec- tive
Bachelor of Arts	3	2 $\frac{1}{2}$	4	0	0	5 $\frac{1}{2}$
Bachelor of Science	3	2 $\frac{1}{2}$	0	0	0	9 $\frac{1}{2}$
B.S. in Chemistry	3	2 $\frac{1}{2}$	2	0	0	7 $\frac{1}{2}$
B.S. in Commerce	3	2 $\frac{1}{2}$	2	0	0	7 $\frac{1}{2}$
Pre-Medical and Dental	3	2 $\frac{1}{2}$	2	1	0	6 $\frac{1}{2}$
College of Education*	3	2 $\frac{1}{2}$	0	0	0	9 $\frac{1}{2}$
College of Engineering	3	3	0	0	0**	9
B.S. in Agri- culture	3	2	0	0	0**	10
B.S. in Home Economics	3	2 $\frac{1}{2}$	0	0	0**	9 $\frac{1}{2}$

The electives in Table IX must be selected from the following subjects, but not more than three may be offered in vocational subjects.

Subject	Maximum credit	Subject	Maximum credit
English	4	Biology	1
Greek	3	Physiography	1
Latin	4	Physiology	1
German	3	General Science	1
French	3	Agriculture	2
Spanish	3	Drawing	2
Mathematics	4	Shopwork	2
History	4	Home Economics	3
Civil Government	1	Comercial Subjects	3

* Also two years of college work are required.

** Three units in science are recommended in Engineering and Agriculture, and one in Home Economics.

<u>Subject</u>	<u>Maximum credit</u>	<u>Subject</u>	<u>Maximum credit</u>
Physics	1	Vocational Teacher Tr.	3
Chemistry	1	Musical Appreciation	1
Botany	1	Harmony	1
Zoology	1	Musical Performance	1

Entrance requirements at the University of Tennessee Junior College at Martin are the same as the parent institution.

Admission of Women.- From 1794 to 1807 the names of women appeared on the rolls of the university (Blount College). After 1807 no more feminine names appear until 1893. In May of that year the board of trustees passed a resolution admitting women of the full age of 17 years to all the benefits and privileges of the university.¹ In 1930 women students constituted about thirty per cent of the total enrollment.

Racial and Religious Conditions.- From the beginning, it has been a fundamental law in Tennessee that the whites and the negroes attend separate schools. This law applies to all levels of the school system. There was little done by the state for the higher education of negroes before the establishment of the Federal Land Grant College in 1869. The federal act of course made no distinction as to what race should be admitted, but in accepting the provisions of the act the Tennessee legislature harmonized it with the basic

1. Report of the State Superintendent of Public Instruction, 1893, p. 154. Nashville. Department of Public Instruction, 1893.

state law in the following provision.¹

Sec. 13. Be it further enacted, That no citizen of this State, otherwise qualified, shall be excluded from the privileges of said University, by reason of his race or color; Provided, that it shall be the duty of the Trustees of said University to make such provision as may be necessary for the separate accommodation or instruction of any persons of color, who may be entitled to admission.

The negro candidates for admission were cared for in Knoxville College, and other negro colleges of the state at the expense of the state.

All of the state colleges have been non-sectarian from the beginning. This policy is expressed in the following instructions of the territorial legislature in the act of 1794 establishing the university.²

And they shall take effectual care that students of all denominations may and shall be admitted to the equal advantages of a liberal education, and to the emoluments and honors of the college, and that they shall receive a like fair, generous, and equal treatment during their residence.

As an illustration of the diversity of religious faiths represented in the university, the following statistics for 1903 are offered.³

<u>Denominational Membership or preference</u>	<u>Number of students</u>
Methodist	96
Presbyterian	83
Baptist	44
Episcopal	17

1. State of Tennessee, Acts of 1868-9, ch. xii.

2. Territory of the United States South of the River Ohio, Acts of 1794, ch. xviii. (See also Acts of 1809).

3. Catalog of the University of Tennessee, 1904, p. 97. Knoxville: University of Tennessee, 1903.

<u>Denominational Membership</u> <u>or preference</u>	<u>Number of</u> <u>students</u>
Christian	11
No connection	11
Cumberland Presbyterian	10
Roman Catholic	6
Jewish	6
Congregational	4
Unitarian	4
Friends	2
Christian Science	1

Admission to the Peabody Normal College.- The legislature of 1809 reiterated its resolution of 1794 to give no preference to any religious denomination in the matter of admission to and treatment in the state colleges. Since the first year of the curriculum of the Normal College, as shown elsewhere in this discussion, was little more than the first year of the present high school, entrance was at first possible to those who had merely completed the elementary school. The candidates were examined in the elementary school subjects. In 1882 the state superintendent's report stated the following requirements for admission,¹ briefly paraphrased.

Candidate must be of good moral character,
and at least 16 years of age.
Must agree to teach at least one year.
Must pass examination in

1. Annual report of the State Superintendent of Public Instruction, 1882, pp. 12-13. Nashville: Department of Public Instruction, 1882.

Reading
Spelling
Writing

Grammar
Geography
Arithmetic

Elementary Geology
U.S. History

No tuition was charged, but a small fee was required for incidental expenses. From 1875 to 1892 a minimum age of 16 and a maximum age of 30 were fixed, but the upper limit was removed in 1892.

The following statement regarding normal schools is quite applicable to the early conditions of Peabody Normal College.¹

The normal school was.... originally of secondary school rank. There was some justification, in the pioneer days in many of the Western states, for the low entrance requirements and for the free use which was often made of administrative discretion in relaxing all formal requirements. The normal school in many cases was the only institution accessible to the young people of the territory in which an education above that of the district school could be had.

Admission requirements were raised in 1891, 1893, and 1894, but even in this year they amounted to only five or six standard units. In 1901 President Porter raised the standards. His report in 1902 lists the following requirements for the bachelor of arts degree.²

Prescribed, English -----	4 units
Mathematics --	4
Latin -----	3
U.S. History --	1
Geography ----	1
	<u>13</u>

1. C.H. Judd, "The School of Education." Higher Education in America, (Ed. by R.A. Kent). p. 166. Boston: Houghton Mifflin Co., 1930.

2. Report of the President of Peabody College for

Elective, 2 selected from	
Greek	
German	
French	
Mathematics	
Physics	
History	
-----	2 units

Total	15

For those who desired merely the degree of Licentiate of Instruction, admission was based on

English -----	4 units
Mathematics -----	4
Latin -----	1
U.S. History -----	1
Geography -----	1

Total	11 (2 more added in 1904)

These conditions of admission were practically unchanged till 1903 when the institution became George Peabody College for Teachers.

Admission to Institutions under the State Board of Education.- The legislative act of 1909, previously explained, which established the present teacher training institutions, made the usual provision of separate schools for whites and negroes. It further provided as a condition of admission that each entrant sign a pledge to teach in the schools of the state, within the next six years after leav-

Teachers, 1902-3, p. 19. Nashville: University of Nashville, 1903.

ing the school, at least as long as he or she had attended a¹ normal. This rule has in general been in effect to the present time, though one may avoid signing it by payment of a tuition fee.

Entrance requirements to the four teachers colleges and the Tennessee Polytechnic Institute have developed in practically the same manner. The typical requirements from the beginning to the present may be summarized in quotations² from the catalogs for the various years.

Admission to
State Teachers College, Murfreesboro
1912 to 1918

For admission to the Academic Course (high school) the applicant must have finished at least the elementary public school course. Students who have finished high school courses of less than four years may be given advance credits, but not more than for two years.

For admission to the Normal Course, graduation from an approved high school of the first class, or equivalent scholarship is required. If the student has done college work, just credit will be given for all the scholarship the applicant may possess, but the diploma of the Normal School will not be awarded for less than one year's residence work.

1918-1919

For admission to the Academic Course (high school) the applicant must have finished one year of high school, except those applicants who are twenty-one years of age: such applicants may enter upon the completion of the elementary public school course. Students who have finished

1. State of Tennessee, Acts of 1909, ch. cclxiv.
2. Catalog of State Teachers College, Murfreesboro,
for the years concerned.

high school courses of less than four years may be given advanced credits, but not for more than two years.

For admission to the Vocational Courses or to the Normal Course, graduation from an approved high school of the first class, or equivalent scholarship, is required.

1919-1922

Two years of high school work are required of students for admission to the three-year course. For admission to all other courses students must have completed a standard four-year high school course, or the equivalent. Provided students twenty-one years old may be admitted on completing the elementary school course. No units specified.

1923-1924

For admission to all regular courses students must have completed a standard four-year high school course, or the equivalent, provided students twenty-one years old or over may be admitted on completing the elementary course.

1925 to 1931

For unconditional entrance to the freshman class, the applicant must be at least sixteen years of age and must be a graduate of a standard four-year high school accredited by the State Department of Education, or by the Commission on Accredited Schools of the Southern Association of Colleges and Secondary Schools, with at least fifteen approved high school units.

Graduates of unaccredited schools doing four years of high school work may be admitted on certificate from their principal, provided they pass satisfactory examination on four units of high school work taken in their fourth year.

From the quotations given above, it will appear that there was a gradual elevation of entrance requirements, and also a gradual elimination of the academic or high school department. The teachers colleges status, with the conferring of the Bachelor of Science degree, was attained in 1925.

The Austin Peay Normal, established in 1927, requires that the candidate be sixteen years of age or more and pre-

sent a certificate of graduation from an approved four-year high school. No distribution of credits is suggested. Provisional admission is allowed to other students who can profit from the courses.

Some changes in admission requirements at the Polytechnic Institute occur after it was authorized to confer degrees in 1927. From its beginning in 1915 it followed in general the regulations governing the four teachers colleges explained above. In 1927 the high school department was discontinued, and 15 regular units required for admission. The units required for majoring in the different curricula are shown in Table X for the year 1930-31.

TABLE X

REQUIRED UNITS IN THE VARIOUS CURRICULA, TENNESSEE
POLYTECHNIC INSTITUTE, 1930-31

	Major subjects in college									
	Agri- cul- ture	Busi- ness	Edu- ca- tion	Engi- neer- ing	Eng- lishtory	His- tory	Home- Eco	Ind. Arts	Math.	Sci.
English	3	3	3	3	3	3	3	3	3	3
Algebra	1	1	1	1½	1	1	1	1	1½	1½
Plane Geometry	1	1	1	1	1	1	1	1	1	1
Solid Geometry	0	0	0	½	0	0	0	0	½	½
Social Science	1	1	1	1	1	1	1	1	1	1
Science	1	1	1	1	1	1	1	1	1	1
or Foreign Lang.	2	2	2	2	2	2	2	2	2	2

In addition to the required units, enough more units must be

elected to make fifteen, and must be taken from the following subjects.

<u>Subject</u>	<u>Maximum credit</u>	<u>Subject</u>	<u>Maximum credit</u>
English	4	Physical geography	$\frac{1}{2}$
Algebra	2	Chemistry	1
Plane geometry	1	Physics	1
Solid geometry	$\frac{1}{2}$	Botany	1
Trigonometry	1	Zoology	1
Higher Arithmetic	$\frac{1}{2}$	Physiology	1
History	4	General Science	1
Latin	4	Civics	1
Greek	4	Economics	1
German	3	Sociology	1
French	3	Music	2
Spanish	3		

Vocational subjects may be offered as follows.

<u>Subject</u>	<u>Maximum credit</u>
Drawing -----	2
Shopwork -----	2
Physical training -----	1
Agriculture -----	4
Business English -----	1
Shorthand -----	1
Typewriting -----	$\frac{1}{2}$
Bookkeeping -----	1
Commercial arithmetic ---	1
Commercial law -----	1
Commercial geography ---	1
Home economics -----	4

The Tennessee Agricultural and Industrial State

Teachers College for negroes required in 1930-31 sixteen
2
units distributed as follows.

English -----	4 units	Laboratory Science ---	1 unit
History -----	1	Plane Geometry -----	1
Algebra -----	1	Elective -----	8
Total			16

1. Not more than six allowed. (See p. 135 for #2).

Admission in 1930-31 to the three state teachers colleges for whites is on the same basis and may be explained in¹ quoting the requirements from one of the current catalogs.

Statutory Provisions.- Under the provisions of the law establishing the State Teachers College, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission, without tuition, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

Health.- No applicant will be admitted who can not furnish evidence of being physically sound, free from contagious or infectious diseases, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

Character.- Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

Entrance Requirements.

For unconditional entrance to the freshman class, the applicant must be at least sixteen years of age and must be a graduate of a standard four-year high school accredited by the State Department of Education or by the Commission on accredited schools of the Southern Association of Colleges and Secondary Schools, with at least fifteen approved high school units.

Graduates of unaccredited schools doing four years of high school work may be admitted on certificate from their principal, provided they pass satisfactory examination on four units of high school work taken in their fourth year at the high school.

Teachers and prospective teachers, twenty-one years of age and over, who have not completed four years of high school work may be admitted as special students and allowed to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements

2. (p.134) Catalog of the A. and I. State Teachers College, 1930-31, p. 24. Nashville: State Board of Education, 1930.

1. Catalog of State Teachers College, Memphis, 1930-31, p. 26. Nashville: State Board of Education, 1930.

to qualify for diploma or degree, and these entrance requirements must be satisfied during the first year of attendance.

Introduction of the Elective System

From the Civil War to the close of the nineteenth century, several factors influenced the colleges to make changes in the curriculum offerings. The development of the industrial revolution in America created a demand for technical courses both in high school and in college. But only in recent years has Tennessee been affected by this movement. The state has been chiefly rural and agricultural. Even as late as 1900 the urban population was only 16.2 per cent of the total population.

The chief federal subsidies for education have grown out of war conditions. During the Civil War it became evident that farming was inefficient and that there was a great scarcity of technicians and skilled workmen. So in the midst of the war, 1862, the Morrill Act was passed to provide for at least one college in each State devoted to agriculture and the mechanical arts. This act had the effect of determining the direction of state higher education in Tennessee for the future. It virtually saved the state university, because the new college became the backbone of the whole institution for a half-century.

The Morrill Act provided for at least one college

the main object of which should be, without excluding scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts. The Agricultural and Mechanical College was organized in 1869 and became a regular part of the collegiate department of the university. The institution then had two curricula, the classical and the non-classical. Entrance requirements to the classical course included those for the non-classical, and in addition the usual Latin and Greek.¹ The classical course was only a continuation of the old classical course, and the non-classical was the agricultural and mechanical course. In other words, the federal statute introduced science courses into the curriculum. The classical course led to the A.B. degree, and the non-classical to the B.S. degree. The non-classical differed from the classical in the omission of some foreign language and the addition of courses in natural science, stock-breeding, meteorology, manual of the farm, domestic animals, history and literature of agriculture, for the Agricultural Course, and drawing, bookkeeping, mensuration, surveying, civil engineering, steam engine, and higher mathematics for the Mechanical Course.

1. Catalog of East Tennessee University, 1872, pp. 21-22. Nashville: Jones, Purvis and Co., 1873.

But Tennessee was hardly ready for such an institution. The gap between the college and the people was too wide; there was no high schools to prepare for such an institution. The private and denominational colleges were emphasizing the classical studies and neglecting science. These conditions meant that the college would have a small attendance and meager support till conditions in the lower schools could be improved.

Another general factor affecting curriculum change was the development of the elective system under the leadership of President Eliot of Harvard.¹ The effect of this movement was nation-wide. The result was a forced definition of a standard for academic work which was achieved in the last decade of the nineteenth century and the first decade of the twentieth. Other factors affecting the curriculum were the development of state universities, the competition of colleges for students, the rapid growth of high schools, and the new economic conditions growing out of the disastrous Civil War.

Further curriculum development at the State University.- During the decade following the change of the name of East Tennessee University to that of the University of Tennessee, 1879, some important changes were effected.

1. C. F. Thwing, A History of Higher Education in America, p. 136. New York: D. Appleton and Co., 1906. Pp. VII + 501.

Some of the reforms are mentioned in the President's report¹ of 1898. The elective system was formally introduced, courses diversified, a commercial department added, a system of associated schools organized, teachers' scholarships established, and a summer school organized at the university.

In 1879 the following types of degrees were awarded at graduation.

(1) Collegiate.

These were the Bachelor of Arts and the Bachelor of Science. The former included regular classical studies, with science, mathematics, and modern languages. The latter was given in the Agricultural and Mechanical College. The time element of four years was the quantitative standard.

(2) Post-graduate.

In this department the degrees were Master of Arts and Doctor of Philosophy. Heretofore no resident requirement was made for these degrees, but merely three years of "good standing". In 1879 one year of "post-graduate" work was required for the M.A. degree and two years for the Ph. D. Students merely continued their undergraduate work.

(3) Professional.

The Civil Engineering (C. E.) degree was given for two years of post-graduate work in the engineering department. The medical degree (M.D.) was conferred at Nashville. A teacher's certificate was awarded to those who finished the normal course, which was one, two, or three years in the teaching of elementary subjects.

The growth of the elective system had made necessary some kind of co-ordination of cognate branches, and thus

1. Catalog of the University of Tennessee, 1898, p. 314.
Knoxville: S. E. Newman and Co., 1898.

developed what has been called the group system. The departments began to be called "schools." In 1885 the academic division consisted of the following schools.

School of Agriculture, Horticulture, and Botany
School of Natural History and Geology
School of Chemistry and Mineralogy
School of Applied Mathematics
School of Pure Mathematics
School of Ancient Languages
School of English and Modern Languages
School of History and Philosophy.

Academic degrees were conferred as follows:

Bachelor's degrees were based on four years of work elected from the schools listed above.

<u>Curriculum</u>	<u>Degree</u>
General Science	Bachelor of Science
Latin-Science	Bachelor of Philosophy
Agriculture	Bachelor of Agriculture
Classical	Bachelor of Arts
Civil Engineering	Bachelor of Civil Engineering
Applied Chemistry	Bachelor of Applied Chemistry

Graduate degrees consisted of the Master of Arts for one year of resident graduate work, and the Doctor of Philosophy for two years of resident graduate work, above the bachelor's degree.

One of the most sweeping reforms was brought about by the reorganization of 1888 under President Dabney's leadership. The preparatory department was abolished. The departments of instruction comprised the professional schools of medicine and dentistry (at Nashville) and the academic department which was subdivided into "collegiate" and

1. Catalog of the University of Tennessee, 1884-5, Knoxville: S. S. Newman and Co., 1885.

"university". The university department included courses leading to the graduate degrees of A. M., M. S., and Ph. D. The collegiate department included groups as follows, each leading to the appropriate degree.

- Literary-Scientific
- Latin-Scientific
- Course in Agriculture
- Course in Civil Engineering
- Course in Mechanical Engineering
- Course in Chemical Engineering
- Course in Mining Engineering

The following undergraduate degrees were conferred on completion of four years in one of the curricula: Bachelor of Science, Bachelor of Philosophy, Bachelor of Agriculture, Bachelor of Science in Engineering and Bachelor of Science in Applied Chemistry. For the M. S. and A. M. degrees one year of resident graduate work was required, and for the Ph. D., two years of graduate study. Theses were also a requisite for these degrees.

The academic department, including the undergraduate and the graduate divisions, consisted of the following organization of "schools."

School of Ancient Languages; one professor and one instructor.

School of English and Modern Languages; two professors and one assistant professor.

School of Mathematics and Civil Engineering; two professors and one instructor.

School of Mechanical Engineering and Physics; one professor and two instructors.

School of General and Analytical Chemistry and Metallurgy; one professor.

School of Agriculture and Organic Chemistry; one professor.

School of Agriculture; one professor and one assistant professor.
School of Botany and Horticulture; one professor.
School of Biology and Zoology; one professor.
School of Military Science and Tactics.

The department of teacher training has been neglected, as there were no professional standards set up by the state. The state normal school, at Nashville, which is discussed later, was absorbing the attention in the this field. But in 1889 the teachers' course was revived and extended over two spring terms of five months each, a certificate being given upon completion of the work. The "two year" course¹ comprised the following subjects.

Mathematics: Algebra and Trigonometry
English: Composition and Literature
History: Ancient, Modern, and English
Science: Physics, Geology, Physiology, and Agriculture
Latin: First Year, Cæsar, and Sallust
Pedagogics: Principles of teaching and Psychology

In 1898 there were added a department of history and an adjunct professorship in modern languages, including² French, German, and Spanish. At the close of the nineteenth century the academic department included the university courses leading to the graduate degrees, the industrial department in Knoxville College for colored students, and the college department of agriculture, mechanic arts and sciences,

1. Catalog of the University of Tennessee, 1894-5.
p. 48. Knoxville: S. B. Newman and Co., 1894.
2. Catalog of the University of Tennessee, 1899,
pp. 17-18. Knoxville: S. B. Newman and Co., 1899.

1

with the following groupings:

Agriculture, Science, and Biology	Pharmacy
Civil Engineering	General Sciences
Mechanical Engineering	Classics
Electrical Engineering	Literary and
Chemical Engineering	Historical Studies

Any of these "groups" could be selected and pursued four years for the degree of B. S. or A. E., according to the group selected. The work of the first two years was almost all prescribed, and that of the last two years largely elective. The catalog of 1899 states that two years of study are required for the Master's degree, while no mention is made of the Ph. D. For the next decade there is little change in the curriculum except the rearrangement of courses.

The curriculum of the University of Nashville.- After the Civil War, attempts were made to revive the literary department of the University of Nashville. A fund was raised and a department set up in 1870, but owing to general conditions which have been explained it did not succeed. Only 32 students were enrolled in the college department, and it was forced to close in 1874 as a result of the financial crash of 1873. It is important to note that the class system was abolished and free electives adopted in 1873. The curriculum consisted of nine "schools", in most of which

1. Catalog of the University of Tennessee, 1899,
pp. 64-65. Knoxville: S. E. Newman and Co., 1899.

the course was two years.¹ These schools included the following groups.

Latin	Pure Mathematics
Greek	Chemistry and Natural Philosophy
French and German	Natural History and Geology
English	Engineering
Mental Philosophy and Political Economy	

Election was by schools, and each student had to elect at least three of these schools. The course thus selected led to the degree of Bachelor of Arts, Bachelor of Science, Master of Arts, or Civil Engineer. A new school of Agriculture and Mechanic Arts, and a degree of Bachelor of Agriculture were announced for that year. This new enterprise suggests how the university was bidding to become the state university.

Since the state normal school, established in 1875, became the literary department of the University of Nashville, it is appropriate to include its curriculum here.² From 1875 to 1879 the course of study was as follows.

Junior Class (First Year)

1st Term

Grammar School studies, with reference
to teaching them.

2nd Term

Geometry, Chemistry, U. S. History, Physiology and Hygiene, English Grammar and Analysis, Map Drawing

1. Merriam, op. cit., p. 51.

2. Charles E. Little, "Standards of Peabody College for Teachers," Alumni Directory, 1909. p. 354. Nashville: Peabody College for Teachers, 1909.

3rd Term

Geometry, Rhetoric, Chemistry, Bookkeeping

Middle Class (Second Year)

1st Term

Algebra, English Literature, Natural History
Natural Philosophy

2nd Term

Trigonometry, Intellectual Philosophy, Geology
English Literature

3rd Term

Trigonometry, Intellectual Philosophy, General
History, Botany

Senior Class (Third Year)

1st Term

Calculus, Astronomy, U. S. Constitution, School
Laws of Tennessee, Moral Science, Practice
Teaching

2nd Term

Calculus, Astronomy, Reviews in Elementary and High
School Studies, English Classics, Practice Teaching

3rd Term

Physics and Natural History with reference to object
teaching, Theory and Art of Teaching, Practice Teach-
ing, general review.

This three-year course led to the degree of Licentiate of
Instruction (L. I.). In 1879 a fourth year was added and
the A. B. degree offered upon completion of the following

1
course.

First Year

Primary and Grammar School studies, with reference to teaching them, viz: Arithmetic, oral and written; Algebra, Geography, civil and physical, with map-drawing; English Grammar and Analysis, History of the United States, Physiology and Hygiene, Rhetoric, Etymology, Bookkeeping, Free-hand Drawing.

Second Year

Geometry, Plane Trigonometry, Geology, Zoology, Botany General History, Moral Science, Latin, Perspective Drawing.

Third Year

Spherical Geometry and Trigonometry, Astronomy, Chemistry, Physics, English Literature, History and Constitution of the United States, with Civil Government, Latin, Psychology.

Fourth Year

(Baccalaureate Class)

Conic sections, considered geometrically; Analytical Geometry, Calculus, English Literature, Latin, German, Psychology, Model Drawing and Designing.

The Superintendent's report states further that all the courses were taught as professionalized subject-matter. The L. I. degree was continued, but the curriculum leading to it was little more than three years of a standard high school. The A. E. course was no more than a standard junior college course, and perhaps not that much. This experiment with

1. Report of the State Superintendent of Public Instruction, 1879, pp. 10-11. Nashville: Department of Public Instruction, 1879.

the baccalaureate class was not successful and was discontinued in 1883. College degrees were not standardized in the state, and admission requirements were low among the competing institutions. According to the Superintendent's report for 1889, there were in the state 39 degree granting institutions besides the University of Tennessee and the University of Nashville.

During the presidency of William H. Payne, 1887-1901, the courses were increased and many improvements made. The college was organized into freshman, sophomore, junior, and senior classes. The degree of Licentiate of Instruction was conferred by the normal college on completion of the normal curriculum, and if a student continued further he became a student in the University of Nashville, which conferred the bachelor's and master's degrees in arts, literature and science.¹ In 1894 only one year was required beyond the L. I. degree for the B. A. degree. Standards were gradually raised by transferring all of the work of high school grade to the Winthrop Model School, which was set up as a demonstration school in 1889.

From 1901 to 1909, under the presidency of James D. Porter, there was a transition period towards the present

1. Catalog of the University of Nashville-Peabody Normal College, 1894-5, pp. 31-32. Nashville: University of Nashville, 1904.

George Peabody College for Teachers. Courses began to be standardized; a four-year curriculum was offered, based on fifteen units of entrance credit. The elective group-system was introduced, providing Classical, Latin-Scientific, and Modern Language-Scientific curricula, each leading¹ to the A. B. degree upon completion of 180 quarter hours. In 1909 George Peabody College for Teachers was incorporated as a private, endowed institution.

Differentiated Curricula Demanded

Beginning in 1909 the state developed a consciousness of the need of tax-supported, higher institutions of learning. The causes of this new attitude are many. Secondary education had been developing since high schools were authorized in 1891, thus extending the upper limit of general education. Standardizing agencies had arisen in the nineties and their influence was being felt because of the ideals which appeared in their standards. The report of the Committee of Ten of the National Education Association had tended to cause expansion and liberalization of the program of studies, not only in high schools but in colleges. And finally the large endowment for the Peabody College received from the Peabody Fund stimulated higher education generally

¹ Catalog of Peabody College for Teachers, 1908-9, pp. 41-44. Nashville: Peabody College for Teachers, 1909.

in the state. The legislature awoke to the needs of the state.

Technical courses.- Apart from the professional schools of the state university at Memphis, there are technical, vocational, and semi-professional curricula offered at several institutions. The law which established the Tennessee Polytechnic Institute provided in section 10¹ as follows.

Be it further enacted that all branches of study that are required to be taught in the state normals, and the various industrial arts that are usually taught in institutions of this character, shall be taught in this school.

When this act is compared with the act of 1909, which was quoted in the preceding section, regarding normals, the confusion of policy in the minds of the legislators is evident. The normals were required to offer certain industrial and technical courses, but with emphasis upon teacher-training. The Polytechnic Institute was apparently intended to emphasize the industrial arts, though its function has actually been largely teacher-training. It is virtually a local institution, serving community needs. The catalog announcements of 1917-18 stated that its purpose was to "prepare boys and girls for farming, home-making, and rural community leadership." At that time the institution

1. State of Tennessee, Acts of 1915, ch. xxxv.

was merely a junior college, giving four years of technical work but requiring only two years of high school work for admission.

The following statement from a catalog shows the¹
changes in curriculum organization.

From 1916 (its first year) to 1923 the curriculum consisted of four years of Technical High School and two years of college work. In 1924 the college courses were extended through the third year and two years of high school work were discontinued. In 1927 the State Board of Education authorized four-year college curricula leading to the bachelor of Science degree, beginning with the scholastic year 1928-29.

In 1930-31 the institution offered a two-year curriculum in civil, mechanical, and electrical engineering, and certain two-year trade courses. Here again a duplication of the state university function is evident. There were six regular four-year curricula each leading to the degree of Bachelor of Science, namely; Agricultural, Industrial, Science, Business, Home Economics, and Education. The situation appears more confused when one remembers that this institution is under a Board other than that of the state university.

The requirements for the degree of Bachelor of Science from the Tennessee Polytechnic Institute may be²
summarized as follows.

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1. Catalog of the Tennessee Polytechnic Institute, 1928-29, p. 6. Nashville: State Board of Education, 1928.
 2. Ibid., 1930-31, p. 15.

1. General.- The completion of 192 quarter hours, a minimum of 36 hours being in each of the four years. The candidate shall have to his credit 192 quality credits, 36 of which shall be in the major subject.

Three quarters of residence in the junior and senior years are required. The last quarter shall be in residence.

2. Distribution of subjects.-It is the policy of the institution to provide specific training for specific purposes. To attain this end certain requirements are made. Courses in the major subjects are arranged in sequence and other related courses are grouped so as to observe proper sequence and concentration. The minimum requirements are represented in the following distribution:

Major	36 quarter hours
Minor	27
Minor	18
English	18
Science	18
American History	9
Physical Ed.	6

The University of Tennessee Junior College, at Martin, has from its beginning offered technical courses in Agriculture, Home Economics, and Industrial Arts. In these departments two-year curricula are offered involving the basic sciences of chemistry, physics, botany, zoology, bacteriology, entomology, and also courses in history, mathematics, English, economics, and agricultural subjects. The departments of agriculture and home economics may be continued at Knoxville for two years, leading to the appropriate degrees. The University offers regular degree courses for training Smith-Hughes teachers in vocational agriculture, industrial arts, and home economics.

During the second decade of the twentieth century

entrance to the technical schools of agriculture, engineering and commerce were standardized and the curricula further differentiated. In 1910 the engineering courses comprised mechanical, electrical, civil, mining, metallurgical, and chemical engineering, leading to the B. S. degree. A close relationship has existed between the liberal arts college and the other schools of the University,- the Schools of Education and Commerce being until very recent times parts¹ of the college of liberal arts.

Liberal arts curricula.- The expansion of knowledge and the addition of new courses to the curriculum have since 1909 caused great differentiation of curricula offered and a wider system of election. In the state university the students in the "literary" department were required to study Greek, Latin, and other liberal arts studies in the first two years, but considerable election was allowed in the last two years. In the scientific course foreign languages were not required but recommended. In 1923-4 the curricula were further revised and differentiated to meet new demands growing out of the World War. The four-year courses led to the degrees of B. S., A. B., B. S., in Chemistry, B. S., in Education, and B. S. in Commerce,- the Schools of Commerce

1. Biennial Report of the Trustees of the University of Tennessee, 1923-24, p. 7. Knoxville: University of Tennessee Press, 1924.

and Education being parts of the college of liberal arts.

The trustees' report for 1924-26 announced the re-organization of the School of Education into a College of Education, vitally associating with it all the departments of the university. The first two years were to be given to liberal arts studies and the last two years to professional courses. This change has doubtless been effective in raising the status of the teaching profession in the state. In 1930-31 the curricula in the college of liberal arts led to the degrees of B. A., B. S., B. S. in Chemistry, and B. S. in Commerce. Also in this college are included the preliminary courses in law, dentistry, and medicine. The curriculum outlined below shows what the students must do for the Bachelor of Arts degree.

Bachelor of Arts Curriculum¹

Freshman Year

English	9 quarter hours
Mathematics	9
One elective from Group I (below)	9
History	9
General elective	9
Military Science (men)	3
Physical Education (men)	1
Physical Education (women)	4

49

Sophomore Year

English	9 quarter hours
Continuation of elective, group I	9
Psychology	9
Mathematics, or elective from group II	9
General Elective	9
Military Science (men)	3
Physical Education (men)	1
Physical Education (women)	4
	49

Junior Year

History, Philosophy, or Library Science	9
Economics or Sociology	9
One elective from group I not elected in Freshman Year	9
One elective from group II not elected in Sophomore Year	9
One elective from group III	9
Public Relations	3
General Elective	6
	54

Senior Year

Political Science or Library Science	9
Continuation of the language elected from group I in the Junior Year	9
Elective from group III	9
General Elective	18
	45

Elective Groups

- Group I. Latin, Greek, French, German, Spanish.
Group II. Physics, chemistry, zoology, botany, bacteriology, geology.
Group III. Mathematics, English, Latin, Greek, French, German, Spanish, history, psychology, philosophy, economics,

There must be a minimum of 36 hours of one and 27 hours of another of the subjects in Group III. Not more than 54 hours

may be taken in any subject. The total number of hours required for graduation is 197, including physical education.

The Graduate School.- The University of Tennessee is the only one of the state institutions authorized to maintain a graduate school. While graduate study departments appeared in 1872, regular graduate work began in 1879 under the new organization. Before this time, advanced degrees were conferred occasionally, but they were usually based on "good standing" away from the university and not in residence. Practically all of the colleges, private and public, had been for several decades granting master's degrees. West Tennessee College granted the A. M. degree for certain courses in Greek beyond the A. B. degree. The wholesale granting of master's degrees by private colleges continued well into the twentieth century.

Beginning in 1879 the graduate department of the University of Tennessee was regularly organized. The A. M. degree was awarded for one year of graduate work, and the Ph. D. for two years. In 1899 the catalog stated that two years were required for any master's degree, but did not mention the Ph. D. degree. One of these years might be spent in absentia, except in the agricultural course for the degree of M. S. A. A thesis was generally required.

1. Catalog of the University of Tennessee, Vol. 33, No. 4, 1930, p. 7. Knoxville: University of Tennessee Press, 1930.

The university has not given much emphasis to the Ph. D. courses, and in recent years has not offered more than the master's degree, except that a Ph. D. is authorized in the biological sciences at the College of Medicine, at Memphis. As organized in 1930-31 the "philosophical courses" led to the Master of Arts degree, and the technical courses to the degree of Master of Science in Engineering, Agriculture, and Home Economics.¹ In each case the curriculum continues along the line of the undergraduate curriculum followed, requiring major and minor sequences and a thesis.

Summary

The development of higher education in Tennessee has been affected by the prevailing ideals of education and by the cultural and intellectual level of the general public. Evidence has been offered to show that Tennesseans and the South in general do not read as much of current literature as do other sections of the country. This fact signifies that the people have been conservative and too often unappreciative of the need for more of the population to take advantage of higher education.

During the early period of development, 1794-1869,

1. Catalog of the University of Tennessee, 1930-31,
p. 57. Knoxville: University of Tennessee, 1930.

the curricula were rather rigidly prescribed in the colleges of Tennessee. The composition of the population of that time shows that the people belonged chiefly to the agricultural class, and hence little need was felt for technical education. Since the chief aim of colleges was to produce scholars and gentlemen, the content chosen consisted chiefly of Latin, Greek, Rhetoric, and Philosophy. Each student was required to finish all of the subjects in the curriculum and pass a final examination on the subject-matter before graduation.

During the second period, 1869-1909, the system of electives and subject-matter grouping was gradually introduced. This change was a part of a national movement which was made necessary by the appearance of new subjects in the curriculum. The elective system was hastened in Tennessee by the establishment of the land grant college in 1869. New subjects were thus introduced at the state university, making it necessary to adopt the elective system.

The chief obstacle to the functioning of the curriculum in higher state institutions has arisen from the fact that it has been imposed from above and even from without the state, without having an adequate basis for it in the lower schools. The colleges for the first century, dominated by a classical curriculum borrowed from colonial colleges, were above and aloof from the masses. The land grant college

which the federal government established presupposed a technical preparation which no school in the state could give at that time. Consequently, a generation later the state awoke to the need of a system of middle schools to bridge the gap between the elementary schools and the colleges. This movement marks the beginning of the modern period of growth and expansion of the curricula of state institutions of higher learning.

CHAPTER VII

THE DEVELOPMENT OF PROFESSIONAL EDUCATION

The business of professional training as a state function in Tennessee is practically a matter of the twentieth century. The state university nominally had a department of medicine as early as 1879, and a department of law as early as 1890. But these two types of professional schools for a long time so conformed to the traditional ideals and practices of such schools in America that they remained essentially private, commercial enterprises till after 1910. The professional training of teachers before 1900 was done almost exclusively by Peabody Normal College, in which the state had some interest, and to which the legislature gave some aid beginning in 1881.

The essential theme which has been running through this entire thesis is especially applicable here, namely; that the type of thinking and intellectual leadership exhibited in the state has resulted in a divided opinion and a consequent indifferent attitude towards state higher education. The training of men of science and scholarship to direct the destinies of the state has been left to the private and denominational colleges, or even to private initiative. Tennessee was not alone in this respect, however, for this condition existed quite generally.

From Pioneer to Modern Conditions in
Professional Schools

No effort is made here to trace in detail the history of professional schools in America, but merely to enumerate certain conditions and changes which may serve as a background for the study of conditions in Tennessee. As to the manner of organization and control, schools of law and medicine have had three periods of development. The first schools were formed by groups of physicians or lawyers in different cities, about whom groups of students gathered for study. The next step was to connect these schools loosely with colleges and universities as "departments." Some of them became separate colleges of law and medicine. The third and present stage was to bring them under complete control of regularly endowed, private institutions, or state universities, as colleges of Law and Medicine.

As to aims and purposes, there has been considerable change. Many of the earlier schools in America, some of which still survive, operated on a purely commercial basis. It seemed to be considered ethical to advertise, and that disregard of public interests resulted in an over-production of ill-trained medical practitioners who "practiced" upon the public. During the nineteenth century, medical schools sprang up at an astonishing rate, admitting and graduating almost anyone who would pay the fees. Tennessee developed 18 schools; only 9 were left

when Flexner¹ made his report in 1910. The enrollment and size of the teaching staffs of the remaining nine schools are shown in Table XI. Since Flexner's report all except three of these have disappeared or have been consolidated. The new aim of the medical and legal schools is service to the state by well trained men and women on a high professional plane: to substitute a profession of law and medicine for a business of law and medicine.

Methods of procedure in medical education have undergone three progressive steps; the apprenticeship system, the didactic school, or lecture-cram-quiz process, and the more recent laboratory, scientific method. Flexner describes this transition as follows.²

The apprentice saw disease; the didactic pupil heard and read about it; now once more the medical student returns to the patient, whom in the main he left when he departed with his preceptor. But he returns, relying no longer altogether on the senses with which nature endowed him, but with those senses made infinitely more acute, more accurate, and more helpful by the processes and the instruments which the last half century's progress has placed at his disposal.

Medical education in Tennessee began early enough to participate in all of these stages of progress.

The professional training of teachers in America began with a private school conducted by Reverend Samuel Hall at Concord, Vermont, in 1823. The next step was the establishment of the first state normal school in Massachusetts in 1839. Until

1. Abraham Flexner, Medical Education in the United States and Canada. New York: Carnegie Foundation for the Advancement of Teaching, 1910.

2. Flexner, op. cit., p. 20.

TABLE XI
ENROLLMENT AND TEACHING STAFF OF THE NINE
MEDICAL SCHOOLS IN TENNESSEE IN 1910

Medical School	Attendance in 1910	Size of staff, 1910
Chattanooga Medical College	112	25
College of Physicians and Surgeons . .	77	47
Knoxville Medical College (Negro) . . .	23	11
Meharry Medical College (Negro)	275	26
Memphis Hospital Medical College . . .	442	35
Tennessee Medical College (A Department of Lincoln Memorial University)	82	31
Universities of Nashville and Tennessee Medical Department	297	55
University of West Tennessee Medical College (Negro)	40	14
Vanderbilt University, Medical Department	200	40

about 1900 the normals were largely given over to review work and to subjects on the secondary level. As standards for teachers began to rise, due largely to pressure from standardizing agencies in the nineties, the normals, except those in New England tended to change to the teachers college status. Tennessee, however, although the normals were set up as late as 1909, lived over again the history of the normal school.

On the following pages an attempt will be made to trace in some detail the progress of the professional schools to the plane of standardization which they enjoy today.

Teachers College Education

Early attempts.- The first attempt to establish a state normal was made by Robert Hatton in the legislature of 1855-56. The bill, which proposed to set up a normal at Lebanon, passed the House but failed in the Senate by one vote.¹ In 1873 two important education bills were introduced, one of which passed and established a uniform system of public schools.² Section 6 of this act made it one of the duties of the State Board of Education

To establish a State Normal School or Schools at such a place or places as they may deem best, whenever the necessary funds shall be provided by future legislation or otherwise, and to appoint the teachers and supervise and direct the management of said school or schools.

The other bill contemplated the appropriation of \$6,000 annually

1. H. W. Crew, History of Nashville, p. 395. Nashville: Publishing House of the W. E. Church, South, 1890.

2. Senate bill number 45, manuscript in State Archives.

to supplement a like sum from the Peabody Fund to establish and maintain a normal school. It failed ostensibly for lack of time at the close of the session, but probably because it carried an appropriation. A similar bill was defeated at the next session.

State Normal School, 1875.- In 1875 Senator W.P. Jones and Dr. J. B. Lindsley, on behalf of the University of Nashville secured the passage of a bill, the main features of which are quoted below.¹

Section 1. Be it enacted by the General Assembly of the State of Tennessee. That the establishment of a Normal School or Schools is hereby authorized to be effected by the Board of Education, hereinafter provided for. The said Normal School or Schools shall be made in every respect first-class institutions for the professional education of teachers, and that the most approved methods of instruction shall be adopted, and none but teachers experienced and skilled shall be employed to take charge of them.

Section 3. Be it further enacted, That in the location of said Normal School or Schools the State Board of Education shall give preference to such locality, accessible to all parts of the state, as shall offer, gratuitously, the most suitable grounds and buildings for the establishment of the same: Provided, that nothing in this Act shall be so construed as to authorize the expenditure of money from the State Treasury, or school funds of the State.

The absence of any appropriation, no doubt, accounts for the passage of this act, as well as for the failure of preceding acts of this kind.

In an act approved March 24, 1875, the charter of the University of Nashville was so amended that the trustees were given authority to discontinue the literary or collegiate

1. State of Tennessee, Acts of 1875, ch. xc.

department, with a view to establishing a normal school in its place.¹ Since the state refused to match the \$6,000 offered by the Peabody Board for establishing a normal school, Dr. Barnas Sears, general agent for the Peabody Fund, made a proposition to the University of Nashville. The Trustees of the Peabody Fund desired to set up a normal school to serve the entire South, and not merely Tennessee. While other states desired to have it located within their borders, Dr. Sears evidently thought Nashville to be the best location. On May 10, 1875, he proposed to the trustees of the University of Nashville, that if they would give to the State Board of Education for the benefit of a normal school the use of their buildings and grounds together with the income from the university and from Montgomery Bell Academy, (the endowed preparatory department) for a period of two years, the Peabody Trustees would appropriate \$6,000 for the same purpose. The proposal was accepted, and thus began the strangely named State Normal School which later became George Peabody College for Teachers.

In September, 1875, Dr. Eben S. Stearns was elected President of the State Normal School and at the same time Chancellor of the University of Nashville. The Normal opened December 1, 1875, with thirteen matriculates, all of whom were young ladies. The faculty was composed of Dr. Stearns and two assistants.

1. State of Tennessee, Acts of 1875, ch. civ.

- 1 -

State Normal College, 1878.- In 1878 the name of the State Normal School was changed to State Normal College. A fourth year was added to the curriculum and the college arranged to confer the bachelor's degree. The question of support now became a pressing matter. While the Tennessee legislature hesitated, the Georgia legislature passed an act in October, 1879, creating the Georgia State Normal College with an annual appropriation of \$8,000, provided the Peabody Board would donate a like sum. Fearing that the Peabody aid might be transferred from Tennessee to Georgia, a few citizens of Nashville awoke to the situation and subscribed and pledged \$4,000 annually till the state legislature should come to their relief. This unusual faith was rewarded. The trustees of the University of Nashville, in order to keep the college in Nashville, agreed to remove the Montgomery Bell Academy from the university campus and give to the college the use of its buildings. Also they promised to raise or borrow \$10,000 for equipment and apparatus, and to appropriate to the college the interest on the university endowment of \$50,000, except enough to pay the interest on the \$10,000 borrowed. This desperate effort saved the college for Nashville. In 1881 the long awaited help from the state came in the form of an appropriation of \$10,000 annually for two years, reserving \$2,500 for the normal training of negroes.¹ This was the first appropriation of money by the state for higher education. The curriculum,

1. State of Tennessee, Acts of 1881, ch. cliv.

support, and administration of the Peabody State Normal have been discussed elsewhere in connection with the University of Nashville, and will not be repeated here.

George Peabody College for Teachers, 1909.- The State Normal School was fostered and controlled by three boards simultaneously; the trustees of the Peabody Fund, the trustees of the University of Nashville, and the State Board of Education. This confused situation continued till 1909.¹ The appropriations of the legislature to the State Normal College increased steadily beginning with 1883, thus making the college really a state charge. The regular state aid ceased in 1909, when the institution received a separate charter and a liberal endowment, \$250,000 of which was contributed by the state legislature. Later certain specified sums were granted towards the purchase of the Knapp Farm of Country Life, but with no obligations attached. Since 1909 the institution has operated, independent of the state, under the chartered name of George Peabody College for Teachers.

State Normal Schools, 1909.- The state having severed its relations with the State Normal College, as previously explained, it was the opportune time to establish regular normal schools. Considerable progress had been made since 1873 in elementary education, and since 1891 in secondary education.

1. Bulletin of George Peabody College for Teachers, "The Semi-centennial, 1875-1925," p. 5. Nashville: George Peabody College for Teachers, 1925. pp. 188.

Consequently a greater need was felt for well trained teachers. While the private colleges and universities were furnishing most of the teachers for the state, nevertheless this function remained a distinct duty of the state.

In 1909 the legislature passed an act, popularly known as the General Education Bill, which is probably the most significant educational legislation in the history of the state. The whole system of education was re-formulated and given vitality by more adequate appropriation. Section 7 of the act, pertaining to normals, is as follows.¹

Be it further enacted, That thirteen per cent of the General Education Fund provided by this Act may be used for the establishment and maintenance of Normal schools solely for the education and professional training of teachers for the elementary schools of the State, as herein provided. One Normal school for the education and professional training of white teachers shall be established and maintained in each Grand Division of the State, and shall be open and free alike to males and females resident in the State of Tennessee; and one Agricultural and Industrial Normal School for the industrial education of negroes and for preparing negro teachers for the common schools shall be established and maintained, and shall be open and free alike to negro males and females resident in the State of Tennessee; but no person shall be admitted to either of these schools who is under sixteen years of age and who has not yet finished at least the elementary school course prescribed for the public schools of the State; nor shall any person be admitted to either of the Normal schools for white teachers who does not first sign a pledge to teach in the public or private schools of the State of Tennessee, within the next six years after leaving the school, at least as long as he or she had attended said school.

Each school established and maintained under the provisions of this section of this act shall have connected with it one or more practice and observation schools, in which shall be taught at least all the subjects prescribed for the primary schools of the State.

While the purposes of the institution are set forth in the

1. State of Tennessee, Acts of 1909, ch. cclxiv.

creating act, the following statement from an early bulletin is interesting.¹

In the preparation for teaching three general principles are recognized as essential: (1) thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision.

By authority of the statute of 1909, the State Board of Education received propositions from various cities and counties for the location of the normals. The locations finally chosen are as follows: West Tennessee State Normal School, at Memphis; Middle Tennessee State Normal School, at Murfreesboro; East Tennessee State Normal School, at Johnson City; and the Tennessee Agricultural and Industrial Normal School, for negroes, at Nashville. The Normals at Murfreesboro and Johnson City opened in 1911, and those at Memphis and Nashville, in 1912.

Tennessee Polytechnic Institute, 1915.- This institution was created by an act of the legislature approved March 27, 1915, as an amendment to the General Education Bill of 1909. Section one of the act so amends the act of 1909 as to allow two per cent of the general education fund to be used to establish, support, and maintain a state school of technology to be known as Tennessee Polytechnic Institute. Other sections of the act show the conditions of establishment and the general purpose of the new school.²

1. Catalog of Middle Tennessee State Normal, 1912, p. 10. Nashville: State Board of Education, 1912.

2. State of Tennessee, Acts of 1915, ch. xxxv.

Sec. 2. Be it further enacted, That said Tennessee Polytechnic Institute shall be located at Cookeville, Putnam County, Tennessee, provided the town of Cookeville and Putnam County contribute and donate \$75,000 in cash, or its equivalent, to be used by the Board of Education in providing land and buildings for said institute; provided, however that said Board of Education is not to establish said institute until all of said \$75,000 is paid as herein provided.

Sec. 7. Be it further enacted, That said Polytechnic Institute shall be made in every respect a first-class institution for the technical education of white pupils between the ages of fifteen and thirty-five years and the most approved methods of instruction shall be adopted, and none but teachers experienced and skilled shall be employed.

The buildings and grounds of the old University of Dixie furnished the temporary home of the new institution,¹ and it opened for instruction September 14, 1916.

The following statement taken from an early bulletin shows how the function of the school was then interpreted.²

We shall strive to avoid duplication of purpose, and this will be a possible attainment. To illustrate this point: the chief function of the Normals is to prepare teachers for the public schools of the state, while our purpose is to prepare boys and girls for farming, home-making, and rural community leadership.

Just how far this policy has been observed has already been discussed in connection with the curriculum.

Teachers Colleges, 1925.- The general education bill which was passed in 1925 authorized the maintenance of "Teachers Colleges" in each grand division of the State.³ As a result of this act the State Board of Education converted

1. State of Tennessee, Acts of 1915, ch. clv.

2. Catalog of Tennessee Polytechnic Institute, 1917-18, p. 6. Nashville: State Board of Education, 1917.

3. State of Tennessee, Acts of 1925, ch. cxv.

the four normals into teachers colleges, requiring high school graduation for admission, and offering four years of college work leading to the degree of Bachelor of Science.

A resolution of the State Board of Education, passed in February 1930, abolished the sectional titles of West, East, and Middle with reference to teachers colleges. The three institutions thus changed are now called State Teachers College, Memphis; State Teachers College, Murfreesboro; and State Teachers College, Johnson City.

Austin Peay Normal School, 1927.- In 1927 the state made another venture in the field of teacher training by establishing the Austin Peay Normal School, at Clarksville. The state received as a donation the buildings and grounds formerly occupied by the Southwestern Presbyterian University, which was removed to Memphis.

The first four sections of the act, approved April 26, 1927, creating the school show the nature and purpose of the institution. They are quoted in full below.¹

Section 1. Be it enacted by the General Assembly of the State of Tennessee, That there shall be and is hereby created and established by the State of Tennessee a Normal School in Clarksville for the purpose of training white teachers for the rural public schools of the State, and shall never be used for any other purpose.

Section 2. Be it further enacted, That the State of Tennessee is hereby authorized to accept as a donation the real estate and buildings known as the Southwestern Presbyterian University property located in the city of Clarksville, and when said property is conveyed to the state in fee simple, unencumbered, and the title is approved by the Attorney General

1. State of Tennessee, Acts of 1927, ch. 1.

of the State, the State Board of Education is hereby empowered and directed to take charge of said property and operate, manage and control same in the conduct of the school established by and under this Act.

Section 3. Be it further enacted, That the State Board of Education shall prescribe the courses of study to be offered by said Normal School in conformity with the provisions of this Act, and shall admit free of tuition white teachers of the State and others over sixteen years of age desiring to become teachers in the rural public schools. The State Board of Education may admit students of like classification from other States by charging such rates of tuition as will be equivalent to the cost to this State of Tennessee students.

Section 4. Be it further enacted, That the courses of study shall include subject-matter and methods in the elementary, high school and junior college subjects and the same credits shall be allowed in the issuance and renewal of certificates as are now allowed for corresponding work in the other State teacher-training institutions.

Section 5 of the statute provides an annual appropriation of \$75,000 for the maintenance and support of the institution. The school opened for instruction September 23, 1929, with seventeen members of the faculty, including the president. Apparently the legislators intended for the school to remain always a two-year institution for the training of elementary teachers. They did not seem to anticipate any rising standards for elementary teachers.

Professional Curricula for Teachers.- The act¹ of 1909 establishing normal schools provided that the course of study should include instruction in

Ordinary English branches	Chemistry
Vocal Music	Physics
Drawing	Biology
Domestic Science	Agriculture
Manual Training	Horticulture

1. State of Tennessee, Acts of 1909, ch. cclxiv.

Home Economics

History, Principles, and Methods
of Education.

It has been shown that the state by this act created three normal schools for white people and one for negroes. The course of study from the beginning has been almost identical for the three white schools, while the colored normal has emphasized more the industrial arts.

When the first of the normals opened in 1911 the course of study covered four years of "academic" or high school work and two years of normal training. The "academic" course contained much professionalized material and was designed to prepare teachers for elementary schools. The trend of development of the curriculum for the normals may be illustrated from the catalogs of one of the institutions. The three periods of development are as follows.¹

Early Period, 1911-1919. (Two regular courses)

- (1) The Academic Course (high school) of four years of thirty-six weeks each, to prepare elementary school teachers. Entrance based on eighth grade graduation.
- (2) The Normal Course of two years of thirty-six weeks each, to prepare teachers for any public school of the state except county high schools of the first class. Entrance based on high school graduation.

The Transition Period, 1919-1925 (Five courses)

- (1) The Three-Year Certificate Course to prepare elementary school teachers. This is for those who have not completed high school.
- (2) The One-Year Certificate Course, same as (1) except that high school graduation is required for admission.

1. Catalogs of Middle Tennessee State Teachers College, 1911-1931. Nashville: State Board of Education.

- (3) The Two-Year Certificate Course, to prepare teachers for any public school except county high schools of the first class. High school graduation required for admission.
- (4) The Diploma Course of three years to prepare teachers for any public school of the state. High school graduation required for admission.
- (5) The Vocational Teacher-Training Course, four years, to meet Smith-Hughes requirements. (Not listed after 1921)

Teachers College Status, 1925-1931

- (1) Standard four-year curriculum for elementary teachers, leading to the degree of Bachelor of Science.
- (2) Standard four-year curriculum for high school teachers, leading to the degree of Bachelor of Science.
- (3) Two-year curriculum for elementary teachers to secure a permanent license to teach.

The courses in the early period were elementary and dealt chiefly with reviews of elementary and secondary subjects with a view to teaching them. Work was reckoned in "credits" both in high school and normal work, and these credit units were not standardized but corresponded roughly to our present quarter hours, 100 being required for graduation from the two-year course in 1912, of which only 40 were prescribed. During the transition period there was some confusion of courses as the change was being made to the college basis. Standards of admission were gradually raised and the strictly high school work transferred to the practice school on the campus.

To illustrate the nature of the teachers college curricula, an example of a typical curriculum is reproduced below. This curriculum shows the modern trend towards more of the

1. Catalogs of Middle Tennessee State Teachers College, 1911-1931. Nashville: State Board of Education.

content subjects, especially in the first two years, in which there are few electives.¹

A Four-Year Curriculum for Elementary Teachers
Leading to the Degree of Bachelor of Science

Freshman Year

First Quarter

Biology 103. General Biology	3	quarter hours
English 100. Composition	3	
Geography 110. Human Geography	3	
Physical Education	1	
Major subject	3	
Elective	4	

Second Quarter

Biology 100. Physiology	3	
English 101. Rhetoric and Composition	3	
Geography 111. Econ.Geog. of the U.S.	3	
Physical Education	1	
Major	3	
Elective	4	

Third Quarter

Biology 101. Hygiene	3	
English 102. Rhetoric and Composition	3	
History 102. Modern History.	3	
Physical Education	1	
Major	3	
Elective	4	

Sophomore Year

First Quarter

Education 200. General Psychology . . .	3	
English 203. Intro. to Eng. Lit. . . .		
or 207. Intro. to Amer. Lit.	3	
History 200. Foundations of Amer.		
Nationality.	3	
Major	3	
Physical Education	1	
Elective	4	

1. Catalog of State Teachers College, Memphis, 1930-31.
p. 30. Nashville: State Board of Education, 1930.

Second Quarter

Education 205. Educational Psychology . . .	3	Gr.Hrs.
or 206. Psychology of Childhood . . .	3	
English 200. English Prose		
or 210. American Prose	3	
History 201. Development of Amer. Nat. . .	3	
Major	3	
Physical Education	1	
Elective	4	

Third Quarter

Education 201a or 201b. Elementary Education	3	
English 201. English Poetry		
or 211. American Poetry.	3	
History 202. U.S. History since Reconstruc-		
tion	3	
Major	3	
Physical Education	1	
Elective	4	

Junior Year

First Quarter

Education 301a. Psychology of Elementary Ed.	3	
Major	3	
First Minor	3	
Second Minor	3	
Elective	4	

Second Quarter

Education 309. Educational Measurements . .	3	
Major	3	
First Minor	3	
Second Minor	3	
Elective	4	

Third Quarter

Education 311. Elementary School Adminis-		
tration	3	
Major	3	
First Minor	3	
Second Minor	3	
Elective	4	

Senior Year

First Quarter

Education 400. The Elementary School Curri-	
culum	.3 Qr. hrs.
Major	.3
First Minor	.3
Elective	.7

Second Quarter

Education 402a. Directed Teaching, Elem.	
Grades	.3
Education 405. Directed Teaching	.3
Major	.3
First Minor	.3
Elective	.4

Third Quarter

Education 402b. Directed Teaching	.3
Major	.3
First Minor	.3
Elective	.7

Certain substitutions are allowed in the foregoing curriculum, according to the courses pursued in high school. Music and drawing, 3 hours each, must be among the electives in some year.

The graduation requirements are practically the same in the three teachers colleges for whites, and may be quoted in general terms from one of the catalogs.

Graduation Requirements

1. The satisfactory completion of 198 quarter hours, at least thirty-six of which must be taken from courses listed in each of the four years of the college program of studies.
2. Physical education through two years, two periods per week.
3. Residence of not less than three quarters during the Junior

1. Catalog of State Teachers College, Memphis, 1930-31,
p. 27, Nashville: State Board of Education, 1930.

and senior years of the college course, provided that the last quarter shall be in residence.

4. Satisfactory completion of eighteen hours in the department of English credited on the Freshman and Sophomore years; nine hours in American history and government credited on the Sophomore year; thirty-six hours in the department of education; one major subject with at least 36 quarter hours; one minor with at least 27 quarter hours, and a second minor with at least 18 quarter hours.
5. The attainment of 198 quality credits. A grade of "A" merits three quality credits per quarter hour of credit, "B" two quality credits, and "C", one.

Majors and Minors

In both Curricula A and B leading to the B.S. degree one major subject carrying at least 36 quarter hours of credit, one minor with at least 27 quarter hours, and a second minor of 18 quarter hours, are required.

A major consists of 36 quarter hours in any one of the following subjects: English (including composition and literature), chemistry, French, geography, history, home economics, Latin, mathematics; or 36 quarter hours from one of the following groups, at least 27 quarter hours in one subject of the group, and nine hours from another subject of the same group:

- Group 1- Agriculture, biology, chemistry, physics.
- Group 2- Economics, geography, history, sociology.
- Group 3- Chemistry, industrial arts, home economics.
- Group 4- French, Latin, Spanish, English.
- Group 5- Industrial arts, drawing, music, physical education.

A first minor consists of 27 quarter hours in any one of the subjects above listed; or 18 hours in any one subject of any other groups, and nine hours from another subject of the same group.

A second minor consists of 18 quarter hours in any one subject.

The Agricultural and Industrial State Teachers College, for narrows, since its elevation to the college status, offers the following four-year curricula.¹

Curriculum for Elementary Teachers
Curriculum for High School Teachers

1. Catalog of the Agricultural and Industrial State Teachers College, 1930-31, pp. 26 ff. Nashville: State Board of Education, 1930.

Curriculum for Home Economics Teachers
 Curriculum for Business Teachers
 Curriculum for Agricultural Teachers
 Curriculum for Industrial Arts Teachers.

The general graduation requirements are as follows:

Education	27	quarter hours
English	18	
History and Social Science	15	
Biology	9	
Health	6	
Mathematics	6	
Music	3	
Speech	3	
Art	3	
Physical Education	4	
Major subject	56 to 60	
Elective to total	198	

The Austin Peay Normal School offers two curricula as follows:¹

Curriculum for Elementary Teachers (two years)

Requirements

Education	18	quarter hours
English	15	
Biology	9	
History	8	
Geography	6	
Mathematics	3	
Art	2	
Music	2	
Penmanship to satisfy test		
Physical Activity, twice per week, two years.		
Elective	33	
Total	96	

1. Catalog of Austin Peay Normal School, 1929-30. p.23.
 Nashville: State Board of Education, 1930.

- 1 -

Junior College Curriculum
(two years)
Requirements

English	18
History or Science	9 or 12
Foreign Language	9
Mathematics	9
Physical Activity, twice per week, two years	
Elective to make a total of	96

Location and growth of professional schools for teachers.- It has been explained how the Peabody Normal College came to be established in Nashville. Being located in the center of the state and accessible to all of the southern states, this college enjoyed a wide patronage, partly due to its system of scholarships for the different states. During the thirty-four years of its existence, 1875-1909, students came from the following states besides Tennessee,-- the states being named in the order of the number of students represented.¹

Georgia	West Virginia	California
Alabama	Florida	China
North Carolina	Kentucky	District of Columbia
Arkansas	Missouri	Indian Territory
South Carolina	Indiana	Michigan
Mississippi	Ohio	Minnesota
Texas	Iowa	Nebraska
Virginia	Mexico	New York
Louisiana	Japan	

The institution served approximately as many students from other states as from Tennessee, thus fulfilling in a measure the wishes of the Peabody trustees that the college should serve the whole South. The enrollment and degrees or diplomas

1. Reports of the State Superintendent of Public Instruction, 1875-1909. Nashville: Department of Public Instruction.

awarded by the college are shown in Table XII. It is understood that the enrollment figures represent different students in attendance and not necessarily full time enrollments.

TABLE XII

ENROLLMENT AND DEGREES CONFERRED BY PEABODY STATE
NORMAL COLLEGE, 1875-1909

Year	Enrollment	Degrees
1875-76	60	00
1876-77	91	8
1877-78	113	5
1878-79	131	26
1879-80	137	30
1880-81	161	48
1881-82	173	41
1882-83	157	51
1883-84	154	35
1884-85	165	54
1885-86	153	47
1886-87	178	54
1887-88	177	47
1888-89	280	104
1889-90	351	95
1890-91	422	136
1891-92	470	136
1892-93	560	148
1893-94	508	131
1894-95	528	171
1895-96	575	160
1896-97	544	127
1897-98	578	138
1898-99	604	159
1899-00	602	174
1900-01	607	177
1901-02	522	151
1902-03	942	200*
1903-04	541	161
1904-05	484	122

1. Alumni Directory of Peabody College, 1909, p. 336.
Nashville: The Alumni Association of Peabody College, 1909.

* Summer sessions are held after 1902. The large enrollment of 1902-03 is due partly to free tuition, and to special arrangements with Davidson County teachers who were registered for two of the eight weeks, of the summer.

TABLE XII cont.

Year	Enrollment	Degrees
1905-06	544	80
1906-07	568	90
1907-08	598	66
1908-09	618	86

One other significant contribution of the institution to the state was its appeal to the so-called middle and lower classes. The older colleges had appealed to the wealthy aristocrats. In 1889, for example, one half of the students came from the homes of farmers and mechanics. The occupations of their parents for that year are listed below.¹

Farmers ... 125	Teachers 13	Civil Engineers... 1
Merchants.. 52	Physicians ... 13	Dentists 1
Ministers.. 19	Officials..... 11	Unknown..... 8
Mechanics.. 15	Newspaper Men. 3	
Lawyers.... 15	Railroad Men.. 3	Total 280

The three state teachers colleges for whites.- The act of 1909 creating the normals provided that one be located in each grand division of the state. Power was vested in the State Board of Education to locate and control them. The Board received bids and propositions from many different towns and cities of the state. The members of the Board then visited these various places and finally agreed upon the locations. They have been known as state teachers colleges since 1925.

1. Report of the State Superintendent of Public Instruction, 1889, p. 227, Nashville: Department of Public Instruction, 1889.

In the eastern division Johnson City, with a population of 25,080 (1930), was selected. The city gave \$75,000 in bonds and free light, water, and walks. The county of Washington gave \$75,000 in bonds. Honorable George L. Carter donated a valuable site of 120 acres valued at about \$60,000. The Johnson City Traction Company offered to extend their lines to the campus.

The State Teachers College at Johnson City is admirably located. It is in a beautiful region in the center of the oldest culture of the state. It is about 100 miles from the state university, and about 200 miles from the nearest of the other state institutions. The school has enjoyed a steady growth since its opening in 1911. Table XIII gives a picture of the growth of the college in terms of enrollment and degrees granted.

TABLE XIII

ENROLLMENT AND DEGREES GRANTED AT THE STATE TEACHERS
COLLEGE, JOHNSON CITY, TENNESSEE, 1913-1930

Year	Enrollment*	Degrees*
1913-14	856	32
1914-15	939	22
1915-16	995	54
1916-17	---	--
1917-18	1,049	47
1918-19	----	--
1919-20	1,082	50
1920-21	1,278	--
1921-22	----	--
1922-23	1,395	47
1923-24	1,512	--
1924-25	1,204	--
1925-26	1,263	31
1926-27	1,477	91
1927-28	1,402	53
1928-29	1,461	60
1929-30	1,340	63

Murfreesboro, a city of 7,993 (1930), was selected as the site for the Teachers College in the middle division of the state. The city gave \$80,000 in bonds, and the county of Rutherford gave \$100,000 in bonds. The valuable site was also furnished. It is less than 100 miles from the city of Murfreesboro to the Tennessee Polytechnic Institute at Cookeville, or to the Austin Peay Normal School at Clarksville. It is only 30

* Data taken from the Commissioner's reports. No record was given for certain years. Diplomas given for work above high school are included under "degrees." In this and the following tables enrollement means separate students enrolled, and not full-time enrollments.

miles to Nashville, where Vanderbilt University, George Peabody College for Teachers, and several smaller colleges are located. Notwithstanding this proximity to so many institutions the State Teachers College at Murfreesboro has had the largest enrollment of any of the other Teachers Colleges. The enrollment and degrees granted since its opening in 1911 are presented in Table XIV.

TABLE XIV
ENROLLMENT AND DEGREES GRANTED AT THE STATE TEACHERS
COLLEGE, MURFREESBORO, TENNESSEE, 1913-1930

Year	Enrollment	Degrees*
1913-14	1,019	33
1914-15	1,200	43
1915-16	1,131	45
1916-17	-----	--
1917-18	1,026	--
1918-19	-----	--
1919-20	1,109	33
1920-21	1,034	51
1921-22	-----	--
1922-23	1,642	25
1923-24	1,606	40
1924-25	1,736	--
1925-26	2,616	48
1926-27	3,371	72
1927-28	2,105	91
1928-29	2,170	84
1929-30	2,013	128

*Diplomas given for work above high school are included under "degrees."

For the western division, the normal was located at Memphis, a city of 253,143 population (1930). Memphis and Shelby County together gave \$350,000 and 80 acres of splendid land on the outskirts of the city. Memphis is about 190 miles from the nearest state teacher-training institution, -- the one at Clarksville. With the ideal location and the generous support from the state and the city the college has shown remarkable growth. Statistics as to enrollment and degrees are displayed in Table XV.

TABLE XV

ENROLLMENT AND DEGREES GRANTED AT THE STATE TEACHERS
COLLEGE, MEMPHIS, TENNESSEE, 1913-1930

Year	Enrollment*	Degrees*
1913-14	1,331	21
1914-15	1,444	31
1915-16	1,454	48
1916-17	-----	--
1917-18	-----	--
1918-19	-----	--
1919-20	987	42
1920-21	1,507	39
1921-22	-----	--
1922-23	1,532	30
1923-24	1,645	25
1924-25	1,146	33
1925-26	1,336	25
1926-27	1,543	38
1927-28	1,597	49
1928-29	1,644	56
1929-30	1,670	73

* No data for some years. Diplomas given for work above high school are included under "degrees."

Tennessee Agricultural and Industrial State Teachers College.- This college for negroes was established under the law of 1909. The members of this race were not in position to make attractive bids from various parts of the state, as was the case with the normals for whites. The Board of Education very wisely located the institution in Nashville, which is approximately in the middle of the state and has a population of 153,866 (1930). The growth of the institution has been gratifying. In fact it has a larger enrollment in proportion to population than do the three Teachers Colleges for whites. Table XVI shows enrollment and degrees granted.

TABLE XVI

ENROLLMENT AND DEGREES AWARDED AT THE TENNESSEE AGRICULTURAL
AND INDUSTRIAL STATE TEACHERS COLLEGE, NASHVILLE, TENNESSEE,
1912-1930

Year	Enrollment*	Degrees*
1913-14	883	21
1914-15	1,242	--
1915-16	-----	--
1916-17	-----	--
1917-18	1,141	--
1918-19	-----	--
1919-20	1,307	60
1920-21	2,010	94
1921-22	-----	--
1922-23	1,657	36
1923-24	1,652	36
1924-25	1,619	--
1925-26	769	16
1926-27	1,017	46
1927-28	1,049	42
1928-29	1,359	47
1929-30	1,345	96

Tennessee Polytechnic Institute.- As an amendment to the General Education Bill of 1909, an act of 1915 created the Polytechnic Institute at Cookeville, a city with a population of 3,738 (1930). In the north central portion of the state there is a large area relatively inaccessible to the state university because of the distance and the mountains. The apparent aim of the legislature was to provide elementary vocational

* No data available for some years. Diplomas are included under "degrees," where they represent more than high school work.

training for that large rural section. By 1927, however, the Polytechnic Institute had evolved into a four-year college with standard entrance requirements and in other respects on a par with the State Teachers Colleges.

The legislative act establishing the school provided that Cookeville and Putnam County should donate \$75,000 in cash or its equivalent.¹ With the money donated, the building and grounds of Dixie College were acquired and two dormitories were erected. The institution has had a satisfactory enrollment from its immediate territory, but has not appealed to the patronage of the whole state, as its name would imply. Table XVII indicates the growth of the school in enrollment and degrees granted since its beginning in 1916.

TABLE XVII

ENROLLMENT AND DEGREES AWARDED AT THE TENNESSEE POLYTECHNIC INSTITUTE, COOKEVILLE, TENNESSEE, 1917-1930

Year	Enrollment*	Degrees*
1917-18	282	--
1918-19	---	--
1919-20	273	--
1920-21	684	12
1921-22	---	--
1922-23	612	11
1923-24	719	--
1924-25	371	--
1925-26	557	--
1926-27	578	--

1. State of Tennessee, Acts of 1915, ch. xxxv.

* Data taken from the Commissioner's reports. For some years no reports were made, the figures for one year only being in biennial reports.

TABLE XVII cont.

Year	Enrollment*	Degrees
1927-28	671	10
1928-29	765	19
1929-30	813	31

Austin Peay Normal School.- After Southwestern Presbyterian University was removed from Clarksville to Memphis, the city of Clarksville offered to donate to the state the buildings and grounds vacated by the university, provided that a state normal school be established there. The state accepted the offer and set up in 1927 the Austin Peay Normal School, named in honor of the late Governor Austin Peay. Its objective is to train white teachers for the rural public schools of the state.¹ Since the Teachers Colleges are also training teachers for the rural schools there is some overlapping of function. The school can at best serve only a local area.

Clarksville is a prosperous little city with a population of 9,242 (1930). It is very close to the northern boundary of the state, and is thus limited in its territory. The School opened in September 1929 and during that year enrolled 425. At the end of the year diplomas representing two years of work were awarded to 12 graduates.

Training School Facilities.- The law of 1909 which

1. State of Tennessee, Acts of 1927, ch. 1.

created the normal schools provided as follows.¹

Each school established and maintained under the provisions of this section of this Act shall have connected with it one or more practice and observation schools, in which shall be taught at least all the subjects prescribed for the primary schools of the State

In accordance with this act the three Teachers Colleges for whites and one for negroes have maintained training schools on their respective campuses. The buildings are adequate and the attendance sufficient to carry on demonstration work. For example, the training school at the Memphis Teachers College enrolled 562 in 1929-30.

Tennessee Polytechnic Institute does not have a training school, but it has a cooperative plan whereby the city board of education of Cookeville makes special provision for directed teaching. The Austin Peay Normal School has worked out a similar plan for cooperation with the elementary schools of Clarksville and Montgomery County.

Medical Education

When Flexner's study² was made, in 1910, Tennessee had more low grade medical schools than any other southern state. Each school prized its own existence above the welfare of the state. The result was not only a danger to health, but a demoralization of all higher education in the state. On the succeeding pages will appear a detailed account of the organization

1. State of Tennessee, Acts of 1909, ch. cclxiv.
2. Abraham Flexner, Op. cit., pp. xvii, 346.

of medical education.

The Medical Department of the University of Nashville.-

It has been shown previously that the University of Nashville was a state institution only in the sense that it grew out of the old Cumberland College, which was one of the two colleges established in accordance with the congressional act of 1806. The story of its struggle with its meager land endowment is related in an earlier chapter.

In 1824 Dr. Philip Lindsley became president of Cumberland College, which became the University of Nashville in 1826. In his baccalaureate address in 1829 he spoke of the advisability of establishing a medical department, but not until 1843 was there even a serious effort to organize such a department. Nothing was accomplished until 1850, except the offering of resolutions and extended discussions.¹ President Lindsley had high ideals for the proposed department,-- proposing in his resolutions to require the B. A. degree for admission to the degree in medicine.

In October 11, 1850, the trustees of the University of Nashville, through the efforts of Dr. W. K. Bowling and Dr. J. B. Lindsley, resolved to establish a medical school, -- the determination being that the faculty should be composed chiefly of Nashville physicians and that the school should be a department of the university.² At that time six physicians were

1. Goodspeed, op. cit., pp. 443-444.

2. Catalog of the University of Tennessee, Aug. 1915, p. 40. University of Tennessee Record, Vol. XVIII, No. 5. Knoxville: University of Tennessee Press, 1915.

electd as a faculty. It was understood that they should depend upon their fees for pay. They fitted up the old "East Wing" on Market Street, which had been leased from the university. The public subscribed \$3,000, and the faculty gave their personal notes for the balance needed. In January 1851 Dr. A. H. Buchanan was sent to Europe to purchase apparatus, books, and specimens.¹

When the Medical Department opened in October 1851, the faculty was composed of the following physicians.²

J. B. Lindsley, Dean; Chemistry and Pharmacy
Paul F. Eve; Surgical Anatomy and Clinical Surgery
William T. Briggs; Demonstrator of Anatomy
John M. Watson; Obstetrics and Diseases of Women and Children
A. H. Buchanan; Surgery
W. K. Bowling; Institutes and the Practice of Medicine
Charles K. Winston; Materia Medica and Pharmacy
Robert M. Porter; Anatomy and Physiology.

Graduation requirements for that year may be summarized as follows:

- (1) Three years of study in the office of a regular physician.
- (2) Attendance upon two full courses of lectures (four months each) in a regular school of medicine, the last of which must be in the University of Nashville.
- (3) Four years' of reputable and regular practice will be accepted in lieu of one course of lectures, and such practitioner can become a candidate for graduation at the close of his first course.
- (4) The candidate for graduation must write a thesis on some medical topic and deposit it with the dean by the middle of the course.
- (5) The candidate must be at least 21 years of age and of good moral character.

Hospital advantages were secured at St. John's Hospital. In 1851-52 the legislature passed an act to convert the old lunatic

1. Merriam, op. cit., p. 44.

2. Ibid.

asylum in Nashville into a state hospital, and offered the free use of it to the new medical school. Due to pressure from the American Medical Association for a longer course, a summer course in medicine was offered in 1855, beginning in April and extending four months. Regular tuition was \$105, including the summer school which made a full session.

The medical school enjoyed a splendid patronage up to the Civil War, as seen in the following statistics of enrollment and graduates.¹

TABLE XVIII
ENROLLMENT AND GRADUATES, UNIVERSITY OF NASHVILLE
MEDICAL DEPARTMENT, FROM 1851 TO 1861

Year	Enrollment	Graduates
1851-52	121	33
1852-53	152	36
1853-54	220	71
1854-55	294	93
1855-56	339	85
1856-57	419	137
1857-58	353	109
1858-59	436	103
1859-60	456	101
1860-61	399	141
Total	3,189	909

The college did not close during the war, but the enrollment for the years 1861 to 1865 was only 24, 9, 15, and 38 for the

1. Catalog of the University of Tennessee, Aug. 1915, p. 42. University of Tennessee Record, Vol. XVIII, No. 5. Knoxville: University of Tennessee Press, 1915.

- 6 -

four years respectively. Dr. Lindsley and three other professors taught during that time.

The effects of the war had made it difficult for the Medical Department to survive. Finally in 1874 the University of Nashville entered into an agreement with Vanderbilt University whereby the latter institution accepted and adopted the medical faculty of the former. It was provided that Vanderbilt students should be graduated in the name and with the diploma of Vanderbilt University. It was further agreed that Vanderbilt would assume no pecuniary liability or responsibility whatever. Either party had the right to dissolve the agreement upon two year's notice.¹ This agreement continued till 1895 when the building was destroyed by fire and each university erected its own separate building. The University of Nashville operated its Medical Department against heavy competition till 1909, when it was merged with the Medical Department of the University of Tennessee.

University of Tennessee Medical College.- Unsuccessful attempts were made in 1854, 1858, and 1859 to establish a medical department in the state university.² The trustees seemed to fear that the new department would absorb and terminate the struggling literary department. Another obstacle was the difficulty of securing cadavres for dissection. White quotes one of the opponents as making the following statement.³

1. Merriam, op. cit., p. 52

2. White, op. cit., pp. 40-42.

3. Ibid., p. 44.

Our ultramundane connection, all things considered, is perhaps preferable, after all, as the living need be haunted with no apprehension of being "Burked;" and the dying can die in peace, without the fear of the intervention of a special "Resurrectionist."

Nothing more was done until the summer of 1876, when the Nashville Medical College was organized by Dr. Duncan Eve and Dr. W. F. Glenn. These men drew from the University of Nashville and Vanderbilt University Drs. Paul F. Eve, T. B. Buchanan, George P. Blackie, W. P. Jones, and J. J. Abernethy. The first session opened in March 1877 with remarkable success. A class was graduated in 1878, but the next year the college was conducted as the Medical Department of the University of Tennessee. Thus began in 1879 the Medical Department of the state university, -- the same year in which the institution was recognized as a state-wide university under its present name.

For the next ten years the Medical Department had an average enrollment of 171 and a graduating class averaging 61 annually.¹ In 1891 the faculty and subjects taught were as follows, all courses being required.²

Charles W. Dabney, Jr., Ph. D., LL. D., President of the University.

Hon. W. P. Jones, M. D., President of the Faculty.

Duncan Eve, M.D., A.M., Dean and Professor of the Practice of Surgery.

1.O.S.Warr, "Medical Education in Tennessee." Journal of the Tennessee State Medical Association, xxiii (1930) pp. 294 ff. Nashville: Tennessee State Medical Association, 1930.
2. Merriam, op. cit., p. 82.

John S. Cain, M.D., Professor of the Principles and Practice of Medicine, with Clinical Medicine and General Pathology.

J.B.Lindsley, D.D., M.D., Professor of Medical Chemistry and State Medicine.

J.B.Stephens, M.D., Professor of Obstetrics and Clinical Midwifery.

W.D.Haggard, M.D., Professor of Gynaecology and Diseases of Children.

W.M.Vertrees, M.D., Professor of Materia Medica and Therapeutics.

Paul F. Eve, M.D., Professor of the Principles of Surgery; Operative and Clinical Surgery.

W.E.McCampbell, A.M., M.D., Professor of General, Descriptive and Surgical Anatomy.

J.A.Witherspoon, M.D., Professor of the Practice of Medicine and Medical Hygiene.

T.H.Wood, M.D., Professor of Physiology.

W.F.Glenn, M.D., Professor of Venereal Diseases.

J.G.Sinclair, M.D., Professor of Clinical Diseases of the Eye, Ear, and Throat.

W.G.Brien, M.D., LL.D., Professor of Medical Jurisprudence.

J.H.Blanks, M.D., Professor of Clinical Medicine.

H.P.Cartwright, M.D., Professor of Physical Diagnoses.

Charles Mitchell, M.D., Professor of Microscopy and Histology.

J.H.Handley, M.D., Professor of Genito-Urinary Diseases and Demonstrator of Anatomy.

Ross Dunn, M.D., Demonstrator of Anatomy.

The fees in 1891 were: matriculation \$5.00; lectures, \$75.00; demonstrator's fee, \$10.00; and graduation fee, \$25.00. The method of instruction consisted of didactic lectures with demonstrations, clinical teaching, quizzes or examinations, and practical teaching in subjects involving "manipulation."

Entrance requirements were low, and the course was only two years. Even in 1895 the entrance requirements were the equivalent of a "second grade teacher's certificate in our public schools," but the course was extended to three years. The sessions were only six months long. In 1898-9 the entrance requirements were raised to education "requisite for a first grade teacher's certificate," which was still only about eight

grades. In 1899 a fourth year was added, but graduates in Dentistry, Pharmacy, Veterinary Medicine, and those holding bachelor's degrees based on three years or more in college were admitted to the second year of medicine from 1898 to 1903. After that time only those with bachelor's degrees could be thus admitted. After 1907 this privilege was denied A.B. and B.S. graduates. Regular graduation from a four-year high school was then required for admission. The raising of these standards cut down the attendance very noticeably.¹

In 1909 an agreement was made between the trustees of the University of Tennessee and the University of Nashville resulting in the organization of a "Joint Medical Department of the University of Nashville and of the University of Tennessee." A joint committee from the two boards administered the new department till 1911, when the University of Nashville transferred all of its property to the University of Tennessee. The trustees decided to move the department to Memphis, which was a larger city and had better clinical facilities. It thus happened that the University of Tennessee never had a medical department at its home site in Knoxville.

The year 1910 may be said to be the critical year in the history of medical education in Tennessee, and in fact in the United States as well. The following statistics for the

1. Catalog of the University of Tennessee, Aug. 1915.
p. 43. University of Tennessee, Record, Vol. XVIII, No. 5.
Knoxville: University of Tennessee Press, 1915.

United States are significant.¹

Year	Number of Medical Colleges	Number of graduates	Per cent with B. S. or A. B. degrees
1900	160	5,214	0.
1910	131	4,440	15.3
1920	85	3,047	43.5
1930	76	4,565	70.0

It will be observed that the number of schools decreased over 35 per cent between 1910 and 1920, due to suspension, or consolidation of activities. It has been shown that the number in Tennessee was reduced by two thirds at that time. On the other hand, the data show that standards have been raised, -- the per cent with academic degrees having increased over 400 per cent since 1910.

In 1910 Tennessee had more medical schools than any bordering state except Missouri. Table XIX shows the number of schools² and the ratio of physicians to population of Tennessee and the eight bordering states in 1910. Tennessee ranked fourth in the ratio of physicians to population, -- having one physician to every 681 people. Arkansas with only two schools showed a greater supply than Tennessee with its nine schools.

The removal of the department to Memphis in 1911 marks the beginning of the modern period of prosperity. The trustees

1. United States Office of Education, Biennial Survey of Education in the United State, 1928-30, I, p. 7. Washington: Government Printing Off., 1931.

2. Flexner, op. cit., pp. 185-326.

TABLE XIX

NUMBER OF MEDICAL SCHOOLS AND PHYSICIANS IN
TENNESSEE AND THE BORDERING STATES IN 1910*

State	Number of schools	Number of physicians	Ratio of physicians to total population
Alabama	2	2,287	1:924
Arkansas	2	2,535	1:582
Georgia	5	2,887	1:886
Kentucky	3	3,708	1:649
Mississippi . . .	2	2,054	1:887
Missouri	13	6,323	1:552
North Carolina	4	1,761	1:1216
TENNESSEE	9	3,303	1:681
Virginia	3	2,215	1:918

secured the property of the College of Physicians and Surgeons of Memphis, which had operated since 1906. Along with this property the university secured certain clinical rights at the Baptist Memorial Hospital, which occupies an adjoining site. At the present time there is a contract between that hospital and the university whereby the staff of the hospital must be selected from the faculty of the College of Medicine of the University of Tennessee.

In 1913 the Memphis Hospital Medical College, which had operated successfully since 1878, was absorbed by the

* Flexner, op. cit., pp. 185-326.

University of Tennessee College of Medicine.¹ After this merger, the college was admitted with Class A rating into the Association of American Medical Colleges. The admission requirements were raised beginning with the session 1914-15. In addition to the previous requirement of a minimum of 14 units, the candidate for admission had to present a year of premedical work in biology, physics, chemistry, and a modern foreign language. To provide for this work, preliminary medical courses were established both at Memphis and at Knoxville.² The freshman class numbered 70 in 1913-14, but the new standards reduced the freshman class to 14 for the following year. There were, however, 21 enrolled in the premedical course in 1914.

In 1914 the Medical Department of Lincoln Memorial University, which was located in Knoxville and known as the Tennessee Medical College, was absorbed by the University of Tennessee College of Medicine, and the students transferred to Memphis.

The officers of administration and instruction of the College of Medicine in 1915-16 were as follows:³

1. Catalog of the College of Medicine, University of Tennessee, 1928, p. 14. Memphis: The University of Tennessee, 1928.

2. Biennial Report of the Board of Trustees of the University of Tennessee, 1915-14, p. 14. Knoxville: University of Tennessee, 1914.

3. Catalog of the University of Tennessee, 1915-16, p. 11. Knoxville: University of Tennessee, 1915.

<u>Position</u>	<u>Number</u>
President	1
Professors	31
Associate Professors . .	6
Assistant Professors . .	1
Instructors	5
Lecturers	3
Associates	9
Clinical Assistants . . .	49
Assistants	13
Other Officers	3
	121
Counted twice	5
Total	116

The curriculum consisted of seven divisions as follows.¹

I. Anatomy, including Histology and Embryology . .	832 hours
II. Physiology and Chemistry	544
III. Pathology and Bacteriology, including	
Hygiene and Preventive Medicine	472
IV. Pharmacology and Therapeutics, including	
Pharmacy, Materia Medica, and Toxicology . . .	264
V. Medicine, including Clinical and Surgical	
Diagnosis, Pediatrics, Neurology and Psychi-	
atry, Jurisprudence and Ethics, Dermatology	
and Syphilography, and Tropical Medicine . .	1,124
VI. Surgery, including Ophthalmology, Otology,	
Laryngology and Rhinology, Orthopedic,	
Genito-Urinary, and Rectal Surgery	880
VII. Gynecology and Obstetrics	336
Total required for graduation	4,452

Admission was based on high school graduation and one year of college work, including biology, chemistry, physics, and French or German. In 1918-19 the admission requirements were again raised, making two years of college work requisite for entrance. This standard has not been changed further.

The College of Medicine is well located and equipped

1. Catalog of the University of Tennessee, 1916-17, p. 151. Knoxville: University of Tennessee, 1915.

for service. In its immediate vicinity are located the Memphis General Hospital, the Baptist Memorial Hospital, the Municipal Hospital for Contagious Diseases, and the Memphis Children's Hospital. These have an aggregate of over 500 free beds and a daily average of over 450 charity patients available for clinical instruction. Also the St. Joseph's Hospital and the Shelby County Poor and Insane Asylum offer to the college additional clinical facilities.

The admission requirements to the College of Medicine in 1930-31 were as follows.¹

- (1) Graduation from an acceptable high school (or demonstration by examination of equivalent preliminary education), to be followed by
- (2) at least two full years of work in instruction of collegiate rank, including certain specified hours of instruction in biology, chemistry, physics, and English.

The curriculum in 1931 consists of seven divisions as follows:

- I. Anatomy, Histology, Embryology.
- II. Physiology and Chemistry.
- III. Pharmacology and Materia Medica.
- IV. Pathology and Bacteriology.
- V. Medicine, including Clinical and Physical Diagnosis, Pediatrics, Dermatology and Syphilology, Neurology and Psychiatry, and Jurisprudence.
- VI. Surgery, including Ophthalmology, Otology, Laryngology and Rhinology, Roentgenology, Orthopedics, and Urology.
- VII. Obstetrics, and Gynecology.
- VIII. Public Health.

The tuition and fees in the College of Medicine are as follows:

1. Catalog of the University of Tennessee, 1930-31, p. 234. Knoxville: University of Tennessee, 1930.

First quarter	\$133.50
Second to sixth quarters . .	113.50
Seventh to ninth quarters .	108.50
Tenth to twelfth quarters .	118.50

Residents of Tennessee are granted a quarterly reduction of \$50.00 from the charge for tuition.

In order to graduate, a student must be at least 21 years of age and must have been in residence at least one year (the senior year).

Graduate courses are offered in the subjects listed under the first four divisions of the curriculum as outlined above. These divisions constitute the "School of Biological Sciences," and offer instruction leading to the degrees of Master of Science and Doctor of Philosophy. In 1930, there were five students enrolled as candidates for the master's degree and two for the doctor's.

The College of Medicine has had a steady growth since its removal to Memphis, except that there was a decrease in enrollment during the period of the World War. The number of students enrolled and the degrees granted annually since it began operation in Memphis are given in Table XX.

TABLE XX

ENROLLMENT AND DEGREES CONFERRED BY THE COLLEGE
OF MEDICINE, UNIVERSITY OF TENNESSEE, 1911-1930

Year	Enrollment*	Degrees
1911-12	155	53
1912-13	112	37
1913-14	315	77
1914-15	213	70
1915-16	159	55
1916-17	124	58
1917-18	86	18
1918-19	67	20
1919-20	65	16
1920-21	61	26
1921-22	113	11
1922-23	175	22
1923-24	208	47
1924-25	248	57
1925-26	231	47
1926-27	306	51
1927-28	342	63
1928-29	384	72
1929-30	413	86

* The data were obtained from the administrative office of the College of Medicine, Memphis. In this and the following tables enrollment means separate students enrolled, and not full-time enrollments.

The School of Pharmacy, University of Tennessee.- For convenience a separate account is given of the School of Pharmacy, though it is a department of the College of Medicine.

A course in Pharmacy was begun at the University of Tennessee at Knoxville in the year 1898. Candidates for admission were required to present, in addition to the usual entrance requirements to the university, general and qualitative chemistry.¹ The "Index", a publication of the university, stated in July 1899 that the requirements were a certificate from college or high school, or a successful examination in three of the following subjects, including the first two:

English	Physics
Arithmetic	Physiology
History	Botany

The curriculum as announced in 1898 included two years of work as follows:

First Year (Junior)

Pharmaceutical Chemistry (two terms)
Materia Medica; Pharmacognosy (two terms)

Second Year (Senior)

First Term

Operative Pharmacy and Pharmaceutical Preparations
Pharmaceutical Technology and Prescription Practice, Manufacture of Drugs and Preparations, Detection of Poisons and Adulterations.

Second Term

Operative Pharmacy and Pharmaceutical Preparations

1. Catalog of the University of Tennessee, 1898-99, p. 109. Knoxville: University of Tennessee, 1898.

Materia Medica: Pharmacology, Posology, and Toxicology
Organic Analysis and Drug Assaying.

Along with this course the student took also courses in qualitative chemistry, physics, botany, physiology, histology, and microscopy. The two-year course led to the degree of Ph. C., Pharmaceutical Chemist. The student was allowed to pursue his work in science for two more years for the degree of B. S. in Pharmaceutical Chemistry.

Admission requirements were somewhat more specific in 1906. At that time the following subjects were necessary.

English Grammar
Physical Geography (or Physics, Geology, or Agriculture)
History of the United States
Algebra to Quadratics
Plane Geometry, two books.

The regular two-year curriculum leading to the degree of Ph. C. was as follows:¹

First Year

Chemistry	6 hours per week
Botany	5
Pharmacy	6
Pharmacognosy	2

Second Year

Qualitative Chemical Analysis	10
Operative Pharmacy	10
Pharmacognosy	3
Materia Medica	3
Organic Chemistry	2
Organic Analysis	10
Drug Assaying and Prescription Practice	10
Thesis	

p. 59. 1. Catalog of the University of Tennessee, 1906-7,
Knoxville: University of Tennessee, 1907.

The modern period of development of the School of Pharmacy began with the removal of the school to Memphis as a part of the College of Medicine in 1911. Prior to that time the requirements for admission had not exceeded 10 units, or three years of high school. This number was raised to 14, and the following subjects required for graduation as a Pharmaceutical Chemist.¹

Theory and Practice of Pharmacy	335 hours
Chemistry	320
Physics Lectures	128
Materia Medica Lectures	96
Pharmacology, Lectures and Laboratory	96
Botany.	32
Microscopy	10
Medical Latin	24
First Aid and Animal Therapy	6
Commercial Pharmacy	22
Clinical Prescription Filling	32

The course extended over two years. The tuition, including fees, was \$100 per year.

The faculty consisted of eleven members as listed below.²

William Krauss, Ph.G., M.D., Prof. of Experimental Pharmacology.
W.H.Pistole, M.D., Prof. of Materia Medica and Therapeutics.
A.D.Heineman, N.Ph., M.D., Prof. of the Theory and Practice of Pharmacy.
Louis Leroy, B.S., M.D., Prof. of Biologic Therapy and First Aid.
E.D.Watkins, B.S., M.D., Prof. of General Chemistry.
E.D.Mitchell, M.D., Prof. of Bacteriology and Histology.
Robert Fagin, A.B., M.D., Prof. of Physiology.
R.L.Taylor, B.S., A.B., Prof. of Medical Latin and Botany.
A.J.P.Pacini, B.S., Ch.E., M.D., Director of Chemical and Pharmaceutical Laboratories.

1. Catalog of the University of Tennessee, 1912-13, p. 165. Knoxville: University of Tennessee, 1912.
2. Ibid., p. 164.

C.R.Nason, M.D., Assistant to Chair of Materia Medica.
R.L.Crowe, Ph.C., Instructor in Dispensary.

In 1915-16 the degree of Ph. G., Graduate in Pharmacy, was offered instead of the previous Ph. C. The curriculum included four main divisions: (1) medical branches; (2) botany and materia medica; (3) chemistry; and (4) pharmacy. The requirements of the Tennessee Board of Pharmacy in 1916, as quoted below, show something of the status of pharmaceutical education at that time.¹

Applicant must have had four years' experience in a drug store, or a four year course in a recognized school of pharmacy, or two years' experience in a drug store and two years in a recognized college. The applicant must pass examination in four subjects: pharmacy, materia medica, chemistry, and operative pharmacy, with practical work included. He must attain a general average of 75%, with a minimum grade of 60 per cent in any one subject. The applicant must be 21 years of age.

Students with no experience could take the examination, and if successful might practice two years and then exchange the assistant's license for full registration.

In 1918-19 the admission requirement was raised to fifteen regular high school units from a recognized secondary school. This standard of admission has remained to the present time.

The last step towards the present standard was taken in 1924-25. One more year was added to the curriculum, as required by the American Conference of Pharmaceutical Faculties.

1. Catalog of the University of Tennessee, 1916-17, p. 159. Knoxville: University of Tennessee, 1916.

For a while the two-year curriculum was continued as a unit leading to the degree of Ph. G., while the longer course led to the degree of Ph. C. This latter degree was designed to train specialists in wholesale drug business or analysts for manufacturing plants.

Further developments took place in the curriculum, especially in the emphasis upon bacteriology and public health. In 1930-31 the admission requirements had not changed further, but a new arrangement of the instruction under five divisions had developed. The subjects and hours of instruction were as follows.¹

<u>Divisions</u>	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>	<u>total</u>
I. Chemistry	440	231	165	836
II. Materia Medica.	198	198	275	671
III. Pharmacy.....	363	319	319	1,001
IV. Bacteriology....	0	44	0	44
V. Public Health..	0	0	33	33
Total	1,001	792	792	2,585

The School of Pharmacy, since its modern organization in 1911 at Memphis, has had a steady growth. The period of the World War shows a low enrollment, but since that time the growth has been regular. The enrollment and the number of graduates are shown in Table XXI.

1. Catalog of the University of Tennessee, 1930-31,
p. 239. Knoxville: University of Tennessee Press, 1930.

TABLE XXI

ENROLLMENT AND GRADUATES OF THE SCHOOL OF PHARMACY,
THE UNIVERSITY OF TENNESSEE, 1911-1930

Year	Enrollment*	Graduates
1911-12	19	6
1912-13	18	5
1913-14	16	11
1914-15	13	4
1915-16	16	7
1916-17	14	9
1917-18	5	0
1918-19	3	2
1919-20	22	0
1920-21	49	20
1921-22	53	15
1922-23	55	21
1923-24	43	10
1924-25	59	14
1925-26	58	33
1926-27	106	2
1927-28	102	9
1928-29	133	22
1929-30	186	42

* The data were obtained from the administrative office of the College of Medicine, Memphis.

The University of Tennessee School of Nursing.- In 1898 a training school for nurses was organized at the Memphis General Hospital and continued to operate in that institution till 1926, when the school was taken over by the board of trustees of the University of Tennessee. Since 1926 the School of Nursing has been organized and operated as an integral part of the College of Medicine. A new home for nurses was completed and furnished in 1926. The opportunities for training nurses in that vicinity of the city are almost ideal. They have access to the laboratories of the College of Medicine, the Baptist Memorial Hospital, and the Memphis General Hospital with its 457 beds, including those in the Children's Building, the Maternity Building, and the Isolation Building. There is also the Out-Patient Department of the Hospital, located on the university grounds, in which about 90,000 ambulance patients were treated in 1930.

Admission to the School of Nursing in 1930-31 is based on the following requirements.

Applicant must be at least 18 years of age.
Must present a health certificate signed by a physician and a dentist.
Must have four years of high school credit, or 15 units, three of which must be in English, 2 1/2 in mathematics, and 1 in history

The curriculum covers three years, or twelve quarters. The first two quarters are divided equally between class exercises and ward apprenticeship. After this preliminary training the student enters into the graduated ward service for a period

of nine quarters: two of these are spent in medical wards, two in surgical wards, one in the operating room, one on communicable diseases, one on pediatrics, one on obstetrics, and one in the out-patient department. The twelfth quarter is devoted to public health nursing.

Provision is made whereby students who have elected chemistry, zoology, and home economics in the first two years of the Bachelor of Arts Curriculum at Knoxville may receive the degree of Bachelor of Science and also the degree of Graduate Nurse upon completion of the three-year course in the School of Nursing.

The School of Nursing, though recently made a part of the state university, has made substantial progress. In 1929 there were 12 Graduates in Nursing, and 20 in 1930. The enrollment in the school has been as follows:¹

1926-27	82
1927-28	88
1928-29	78
1929-30	124

Dental Education

Private dental colleges.- There was no dental college in Tennessee before 1878. Like the other phases of higher education, dental education has been chiefly a private enterprise. The Vanderbilt University School of Dentistry, and the

1. Biennial Reports of the Board of Trustees, University of Tennessee, 1926-28 and 1928-30. Knoxville: University of Tennessee Press, 1928, 1930.

Department of Dentistry of Meharry Medical College have trained most of the dentists. The comparative attendance and average number of graduates annually are shown in Table XXII. These three schools require one year of college work for admission, and give regular courses in dental surgery.

TABLE XXII
A COMPARISON OF THE THREE DENTAL SCHOOLS OF
TENNESSEE IN 1926*

School	Entrance requirement	Aver. Attendance, 1916-1925	Aver. No. graduates
University of Tennessee, College of Dentistry	one year of college	71	14 (47 Yrs.)
Vanderbilt University, School of Dentistry	one year of college	132	33 (46 ")
Meharry Medical College, Department of Dentistry (Negro)	one year of college	233	51 (10 ")

College of Dentistry, University of Tennessee.- The College of Dentistry was organized in Nashville as a part of the University of Tennessee in the spring of 1879, -- the year in which the university took over the Nashville Medical College. This is said to be the oldest dental school in the South.¹ The course of study at that time included the following subjects:²

* W. J. Gies, Dental Education in the United States and Canada, pp. 538-555. New York: The Carnegie Foundation for the Advancement of Teaching, 1926, pp. xxi + 692.

1. Catalog of the University of Tennessee, Aug. 1915, p. 43. University of Tennessee Bulletin, Vol. XVIII, No. 5. Knoxville: University of Tennessee, 1915.

2. Merriam, op. cit., p. 83.

Operative Dentistry	Materia Medica
Clinical Dentistry	Therapeutics
Prosthetic Dentistry	Regional Anatomy
Lectures on Oral and Clinical Surgery	Physiology
Chemistry	Microscopy

This course covered a period of two "years" of six months each. To be admitted to the degree of Doctor of Dental Surgery the candidate had to finish this course and be at least 21 years of age and of good moral character. Admission was on the same basis as that of medicine: namely, an elementary education. After 1895 the course was extended to three years of six months each, and entrance was based on a "first grade teacher's certificate."

During the next decade the entrance requirements were raised in accordance with the general standardization movement which was sweeping the country at that time. After 1907 the requirement was four years of high school work.

In 1911 the College of Dentistry was removed to Memphis along with the College of Medicine. A union was effected with the College of Dental Surgery of the University of Memphis, thus resulting in the College of Dentistry of the University of Tennessee. At the beginning of this modern period the type of work done in the college may be inferred from the admission requirements and the course of study, as given below.

Admission

Must show evidence or pass a preliminary examination as to English education, and give evidence of good moral character.

A diploma from a reputable institution, or a certificate of the passage from the fourth year of a high school, or

a first grade teacher's certificate, will be accepted without further examination.

Course of Study¹

First Year

Anatomy	Chemistry
Physiology	Operative Technique
Histology	Prosthetic Technique
Dental Anatomy	

Second Year

The Technique of Operative Dentistry	Pathology
Technique of Prosthetic Dentistry including Crown and Bridge	Bacteriology
Technique of Orthodontia	Anatomy
Pharmacology and Materia Medica	Chemistry
Oral Hygiene and Prophylaxis	Anesthesia
	Metallurgy

Third Year

Principles of Operative Dentistry	Anesthesia
Principles of Prosthetic Dentistry	Dental Ceramics
Principles of Orthodontia	Dental Therapeutics
Clinical Dentistry	Ethics
General and Oral Surgery	Economics
Oral Hygiene and Prophylaxis	Jurisprudence

To graduate, a student had to be at least twenty-one years of age and pass examination in the courses listed above. The attendance was small at that time, -- there being only 42 enrolled in 1911-12. The tuition fee was \$150 per year in addition to a matriculation fee of \$5 and a graduation fee of \$25.

In 1918 the course of study was raised to four years of 36 weeks each, and admission was based on 15 standard units of high school work. A survey of the needs of the state conducted by the College of Dentistry showed that in 1924 there

1. Catalog of the University of Tennessee, 1911-12, p. 168. Knoxville: University of Tennessee, 1911.

were only about 900 dentists in the state, whereas about 2,500 were needed to care for the people's demand. In 1924 the college was rated "Class B" by the Association of American Dental Colleges. At that time the average enrollment in each class or year was only about 30, with an average annual graduating class of about 35.

To meet the increasing demands in the state, the trustees took steps to strengthen the college and make it Class A. A full-time dean for the college was employed, the teaching staff strengthened, new and better equipment secured, and admission requirements raised to include one year of pre-dental college training.¹ As a result, the college was rated Class A, but the attendance that year dropped considerably, there being only 4 in the first year class. But the freshman class gradually increased to 35 in 1926, 40 in 1928, and 60 in 1930. The total enrollment in 1930 was 153,-- the largest in the history of the college.

The admission requirements in 1930-31 may be summarized in the following manner.²

Admission to Pre-Dental Year

Candidate must be at least 16 years of age.
Must present certificate of good moral character.
Must be graduate of an accredited high school with 15 units, of which 3 must be in English, 2 1/2 mathematics, 2 in foreign language, and 1 in history.

1. Biennial Report of the Board of Trustees, University 1924-26, p.21. Knoxville: University of Tennessee Press.

2. Catalog of the University of Tennessee, 1930-31, pp. 247-48. Knoxville: University of Tennessee, 1930.

Admission to the College of Dentistry

Candidate must be a high school graduate.
He must have finished one year of college work,
with at least 30 semester hours distributed as follows:

English Composition and Rhetoric	6 hours (semester)
Physics (or elective if this was taken in high school)	6
General Chemistry	6
General Biology, or Inverte- brate Zoology	6
Elective from Technical Drawing, Mathematics, History, or any Modern Language	6
Total	30

Substantial progress has been made in the development
of the curriculum of the College of Dentistry as shown in the
outline which follows.¹

The Dental Curriculum

- Division I. Chemistry and Physiology: Qualitative Analysis,
Organic and Physiological Chemistry; Physiology.
- Division II. Pharmacology and Therapeutics:
- Division III. Anatomy: Histology, Comparative Dental Anatomy,
And General Anatomy.
- Division IV. Surgery and Pathology (including Oral and General
Surgery, Exodontia, Anaesthesia, Dental and General
Pathology, Physical Diagnosis, Principles of Medicine,
and Bacteriology).
- Division V. Prosthetic Dentistry and Crown and Bridge: Crown
and Bridge, Prosthetic Dentistry, and Technics.
- Division VI. Operative Dentistry: Radiology, Dental Anatomy,
Ceramics, Ethics, Operative Dentistry, and Technics,
Jurisprudence, and History.
- Division VII. Orthodontia and Children's Dentistry: Children's
Dentistry, Orthodontia, Oral Hygiene and Prophylaxis,
and Preventive Dentistry.

The plan of instruction can best be explained by a quo-
tation from the catalog of the university.²

1. Catalog of the University of Tennessee, 1930-31,
pp.249-50. Knoxville: University of Tennessee, 1930.

2. Ibid., p. 249.

The course of instruction covers four college years of 33 weeks each, exclusive of examinations and holidays, divided into three quarters. The first two years are devoted largely to instruction in the biological sciences, basic to the professional training. The student is concerned with the structure and function of the normal body in the first year. In the second year he is taught the structure and function of the body in disease. In the second year courses are added crown and bridge, operative dentistry, prosthetic dentistry, and orthodontia, with a view to preparing the student for the practical work on patients which begins with the third year.

During the third year instruction is continued in crown and bridge, prosthetic dentistry, operative dentistry, and orthodontia, with special emphasis on the more difficult operations in these various branches. Half of the time in the third year is given to practical work upon the patient.

In the fourth year, most of the work is devoted to practical application of the principles taught in preventive and curative dentistry, the relation of focal infection to the general systemic disturbances and diagnosis. All of the practical work done in the third and fourth years is under the supervision of experts in the various branches of dentistry.

The general growth of the College of Dentistry since it began operation in the present location in Memphis is shown in Table XXIII which shows the enrollment and degrees of Doctor of Dental Surgery since 1911.

TABLE XXIII

ENROLLMENT AND NUMBER OF DEGREES IN THE COLLEGE
OF DENTISTRY, UNIVERSITY OF TENNESSEE, 1911-1930

Year	Enrollment*	Degrees
1911-12	42	10
1912-13	42	13
1913-14	42	10
1914-15	36	11
1915-16	48	17
1916-17	39	9
1917-18	45	14
1918-19	59	22
1919-20	53	20
1920-21	64	8
1921-22	102	11
1922-23	118	14
1923-24	123	21
1924-25	87	27
1925-26	78	29
1926-27	99	20
1927-28	110	14
1928-29	123	19
1929-30	153	31

Tennessee is better supplied with dental schools and dentists than most of the bordering states. Only Missouri has more dentists in proportion to population, as shown in Table XXIV. Three of the nine dental schools in the southern states in 1926 were in Tennessee. These three schools have drawn students from many states. In 1925-26 the University drew its dental students from fourteen states, 65 per cent of them

* The data were obtained from the administrative office of the College of Medicine, Memphis.

being resident in Tennessee. Vanderbilt had dental students from sixteen states and one foreign country, only 28 per cent being residents of Tennessee. Meharry Medical College drew dental students from twenty-seven states, one territory, and four foreign countries, only thirteen per cent being residents of Tennessee.

TABLE XXIV

DENTAL SCHOOLS AND THE RATIO OF DENTISTS TO TOTAL
POPULATION IN TENNESSEE AND THE BORDERING STATES,
1926*

State	Number of dental schools	Ratio of dentists to total population
Alabama	0	1:4635
Arkansas	0	1:4359
Georgia	1	1:3523
Kentucky	1	1:3174
Mississippi	0	1:4627
Missouri	3	1:1633
North Carolina	0	1:3384
TENNESSEE	3	1:2607
Virginia	1	1:3615

* Gies, op. cit., pp. 257-280.

Legal Education

Influence of private law schools.- The state has depended more upon private enterprise for legal education than for any other of the major professions. The demand for lawyers was enhanced by the numerous legal entanglements over public lands during the early part of the nineteenth century. Many of the early lawyers merely read law in an attorney's office as apprentices, and soon began the successful practice of law.

Private law schools were in the business a half century before the state saw fit to do anything about legal education. The law school at Lebanon, for example, took first rank among American law schools in 1854 with respect to attendance, having 188 students as against 146 for the Harvard law school, the second largest in the country.¹

In the census of 1920 Tennessee had eight law schools, seven of them being private. Only one other bordering state, Missouri, had as many schools. And yet most of the southern states had more lawyers in proportion to population. The state has certainly trained many lawyers for the bordering states. In 1927 there were at least four private law colleges which exceeded the state college in enrollment.

The College of Law, University of Tennessee.- The College of Law has been located at Knoxville since its beginning. The first law school, or department of law, connected with the

1. Merriam, op. cit., p. 198.

university was opened in February 1890 under the direction of Judge Thomas J. Freeman, who had served sixteen years on the supreme bench. The session opened with eight students in attendance. Before he had graduated his first class Judge Freeman, who had been dean of the department and professor of law, was forced to abandon his work on account of ill health. In 1891 Judge Henry H. Ingersoll was elected dean by the board of trustees to succeed Judge Freeman, but did not conduct any classes until 1899. Charles W. Turner, formerly a member of the Boston bar, became his assistant in 1892 with the rank of associate professor of law.¹

From 1892 to 1899 Professor Turner was practically in sole charge of the school and conducted all of the classes. The class which entered in 1892 numbered only three, but the enrollment increased till the school numbered 53 students in 1898.

Not much attention was given to standards in 1890. The following quotation shows what was required to enter the first year.²

Students seeking admission to this department are not required to undergo any preliminary examination. They must, however, be nineteen years of age, and of good moral character; and it is important that they have, before entering a good English education, and useful to have previously read some standard history of England and "Blackstone's Commentaries."

1. Catalog of the University of Tennessee, Aug. 1915, pp. 48 ff. University of Tennessee Record, Vol. XVIII, No. 5. Knoxville: University of Tennessee Press, 1915.

2. Catalog of the University of Tennessee, 1890-91, p. 69. Knoxville: University of Tennessee, 1890.

The course of study covered two years, but those who had had some previous study could finish in one year, since there was not much emphasis placed upon the time element. The curriculum as outlined in the catalog was as follows.¹

Junior Year

Robinson's Elementary Law
Browne on Criminal Law
Bigelow on Torts
Lawson on Contracts
Browne's Domestic Relations
Tideman on Real Property
Smith's Mercantile Law
History of a Lawsuit.

Senior Year

Cooley's Constitutional Law
Boone on Corporations
Stephen on Pleading
Digest of Evidence
Ram on Legal Judgment
Bispham's Equity
Gibson's Suits in Chancery.

As early as 1901 Dean Ingersoll was eager to extend the law course to three years to meet the recommendation of the American Bar Association. He wanted the law school to be a member of the Association of American Law Schools, the pre-requisite to which was a three-year curriculum. In 1909 John R. Neal, Ph. D., was added to the faculty.

The curriculum requirements in 1911-12 were as follows:²

-
1. Catalog of the University of Tennessee, 1892-93,
p. 55. Knoxville: S. B. Newman and Co., 1892.
 2. Catalog of the University of Tennessee, 1911-12,
p. 150. Knoxville: University of Tennessee Press, 1911.

Curriculum

First Year

<u>1st Term</u>		<u>2nd Term</u>	
Subject	Hrs.per wk.	Subject	Hrs.per wk.
Elementary Law	2	Persons	3
Criminal Law	3	Agency	2
Contracts	3	Contracts	2
Torts	2	Torts	3
Quasi Contracts	2	Constitutional History	
Personal Property & Sale	3	of the U.S.	3
International Law	3	Practice in Justice's Court	

Second Year

<u>1st Term</u>		<u>2nd Term</u>	
Pleading and Practice	5	Equity Jurisprudence	2
Evidence	3	Partnership and Private	
Real Property	2	Corporations	3
Constitutional Law	5	Real Property	3
		Negotiable Instruments,	
		Bailments, and Carriers	3
		Moot and Practice Courts	2

Third Year

<u>1st Term</u>		<u>2nd Term</u>	
Chancery Principles and		Bankruptcy	2
Practice	3	Federal Courts	2
Public Corporations	2	Land Law of Tennessee and	
Wills and Administrators	2	Conveyancing	3
Guaranty and Suretyship	2	Statutory Constitution	2
Conflict of Laws	3	Lectures on Ethics	
Insurance	3	Moot Court 2 times per	
		week for the year	
		Thesis.	

In order to enter upon this three-year curriculum the candidate had to present 14 high school units, or the equivalent of high school graduation. After the course was raised to three years the school was admitted to the Association of American Law Schools. The school, then known as the College of Law,

had a faculty of three professors giving their whole time to the work, in addition to several instructors and lecturers.¹

Beginning with the year 1918-19 the requirements for full admission to the freshman class in law were 15 units of regular high school work distributed as follows.

English 3 units	History 3 units
Mathematics . . . 2	Elective 8

In 1919-20 one year of college work was added to the requirements for admission, and the course covered three years.

In 1923-24 it was announced that entrance requirements would be raised to two years of college work beginning the following year. This change marks the last step in the development of the college to its present standards. The new requirements included the following subjects.²

English 3 units	History 2 units
Mathematics . . . 2	Elective 8

College credit 60 semester hours

The curriculum offered that year is outlined below.

This curriculum is essentially the one in operation today. The faculty in charge of administering this curriculum consists of three full professors, one assistant professor, one instructor, five lecturers, and three librarians.

1. Biennial Report of the Board of Trustees, University of Tennessee, 1912-14, p. 13. Knoxville: University of Tennessee Press, 1914.

2. Catalog of the University of Tennessee, 1925-26. p. 169. Knoxville: University of Tennessee, 1925.

The Curriculum

First Year

1st Term

Agency
Common Law Civil Procedure
Contracts
Law of Persons
Personal Property
Torts

2nd Term

Agency
Common Law Civil Procedure
Contracts
Criminal Law
Principles of Liability
Torts

Second Year

1st Term

Equity
Evidence
Public Utilities
Real Property
Sales of Personalty
Trusts
Quasi Contracts

2nd Term

Equity
Evidence
Public Utilities
Real Property
Sales of Personalty
Trusts
Negotiable Instruments

Third Year

1st Term

Conflict of Laws
Constitutional Law
Bankruptcy
Private Corporations
Suretyship and Mortgage
Wills
Equity Pleading & Practice

2nd Term

Conflict of Laws
Constitutional Law
Municipal Corporations
Private Corporations
Suretyship and Mortgage
Partnership
Insurance.

The College of Law has never had a large enrollment, due perhaps to competing law schools in the state, especially those offering short courses of only one year. The growth in enrollment of the college and the degrees conferred are given in Table XXV. The degrees listed are Bachelor of Laws, except that two degrees of Master of Laws were conferred in 1909-10 and one in 1914-15.

TABLE XXV

ENROLLMENT AND DEGREES CONFERRED IN THE COLLEGE OF LAW,
UNIVERSITY OF TENNESSEE, 1889-1930*

Year	Enrollment	Degrees	Year	Enrollment	Degrees
1889-90	8	0	1909-10	49	30
1890-91	14	7	1910-11	41	13
1891-92	10	6	1911-12	32	20
1892-93	7	3	1912-13	27	10
1893-94	19	7	1913-14	33	0
1894-95	23	9	1914-15	39	11
1895-96	38	12	1915-16	40	11
1896-97	34	10	1916-17	41	9
1897-98	53	12	1917-18	39	6
1898-99	45	18	1918-19	45	6
1899-00	56	22	1919-20	89	15
1900-01	50	27	1920-21	71	8
1901-02	47	13	1921-22	59	13
1902-03	47	14	1922-23	57	7
1903-04	29	12	1923-24	58	13
1904-05	49	11	1924-25	66	10
1905-06	57	19	1925-26	50	19
1906-07	63	15	1926-27	57	16
1907-08	49	12	1927-28	50	6
1908-09	58	11	1928-29	60	15
			1929-30	52	12

* Statistics obtained from the catalogs of the University for the years concerned.

The legal requirements for the practice of law have not been as rigid as those for the practice of medicine. As late as 1927 the bar admission requirements in Tennessee were as low as following:

1. High school education before beginning the study of law.
2. One year of legal training.
3. Final examination conducted by a central board.

Summary

It has been shown that professional education as a state function has been virtually a matter of the twentieth century. Private and denominational colleges, most of them of a low grade, have furnished the professional leaders of the state. Medical colleges followed the general trend of such schools in the United States, maintaining low standards till after 1910. Legal education has always been virtually a private enterprise fostered by several schools, many of which have been purely commercial. No effective legislation for the professional training of teachers was enacted until 1909, but the matter was left in the hands of private and denominational colleges.

The late development of professional education in the state has been largely due to divided effort, and to a lack of consciousness of the value to the state of a body of professional men with a social, scientific, and professional point of view.

CHAPTER VIII

GROWTH AND SERVICE OF THE HIGHER INSTITUTIONS

It is the purpose of this chapter to present a more complete picture of the state system of colleges, indicating their location, the factors affecting their growth, and certain evidences regarding the services rendered by them.

Geographical Distribution

Policy in Locating the Institutions.— In locating the schools there is little evidence that a scientific method was used. It does not appear that a study was made of the trend or direction towards which the centers of population would probably move in future years. At least four factors or conditions have been of influence in locating the schools. The first is the way in which the state was settled. When the first settlement was made the state was a part of North Carolina. This territory curiously passed through the stages of four successive independent governments¹ before becoming a state in 1796. While still a territory of the United States, the legislature established the state university in 1794. It was located where the people were, in what is now East Tennessee, because little was known of the vast fertile country lying towards the west.

1. J. T. Moore, Tennessee, The Volunteer State. 4 vols., I, p. 144. Chicago: S. J. Clark Publishing Co., 1923.

The second factor is the act of Congress of 1806 (previously explained), which provided that two colleges be established, one to be located in East Tennessee and one in West Tennessee. The state legislature followed the mandate of Congress in locating the two institutions. But the present West Tennessee, which now contains the largest city, was then a wilderness used as a hunting ground by the Chickasaw Indians. In 1846, however, Congress again passed an act in accordance with which another college, West Tennessee College, was established at Jackson, in West Tennessee.

The third factor, which especially influenced the establishment of later institutions, is the natural division of the state into three parts by the Tennessee River and the Cumberland Plateau. These natural barriers, together with the great distance from the west to the east portion of the state, made travel inconvenient.

The fourth, and perhaps the greatest, factor is economic. The state had limited funds, and not until very recent years has it taken much interest in state-supported higher institutions. Consequently there has been a practice of locating the schools in the city which would offer the best immediate financial proposition.¹

Location of the institutions.- Figure 3 shows the relative position of the colleges. As the situation stands in 1930, the state institutions are fairly well distributed over

1. State of Tennessee, Acts of 1875, ch. xc.

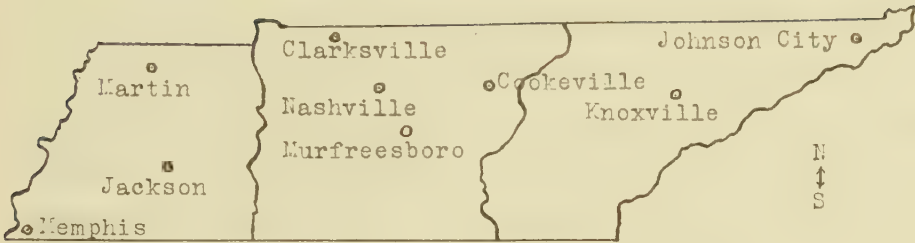


Figure 3. Tennessee: The Three Grand Divisions of the State.

Scale: one inch equals 80 miles.

<u>State Higher Institutions</u>	<u>Location</u>
1. University of Tennessee	1. Knoxville, Memphis, and Martin
2. University of Nashville	2. Nashville
3. West Tennessee College	3. Jackson
4. Teachers College	4. Memphis
5. Teachers College	5. Murfreesboro
6. Teachers College	6. Johnson City
7. Agricultural and Industrial State Teachers College	7. Nashville
8. Tennessee Polytechnic Institute	8. Cookeville
9. Austin Peay Normal School	9. Clarksville

the state. East Tennessee in 1900 had a population of 809,675. In that division are located the State University at Knoxville, and a Teachers College at Jonson City.

Middle Tennessee is the largest division in square miles, and also in population, which was 833,433 in 1920. In that grand division the state maintains at Cookeville the Tennessee Polytechnic Institute, a Teachers College at Murfreesboro, a junior normal school for elementary teachers at Clarksville, and the Agricultural and Industrial State Teachers College at Nashville, for negroes. This college handles the Federal Land Grant College work for the negroes of the state. Reference to graphs in Figure 4 will show that there has been a decline in the relative ratio of negro and white population in the state in recent years. From the ratio of negroes in the state it seems that the legislature has not neglected the colored race, at least on the undergraduate and non-professional levels. There are also private colleges for negroes in each grand division of the state.

West Tennessee, the smallest division, contains a Teachers College at Memphis, the University of Tennessee Junior College at Martin, and the Colleges of Medicine, Dentistry, and Pharmacy of the state university, at Memphis. Besides these state institutions there are six or more private institutions of higher learning in each of the three grand divisions of the state.

Referring again to Figure 4, it will be observed that

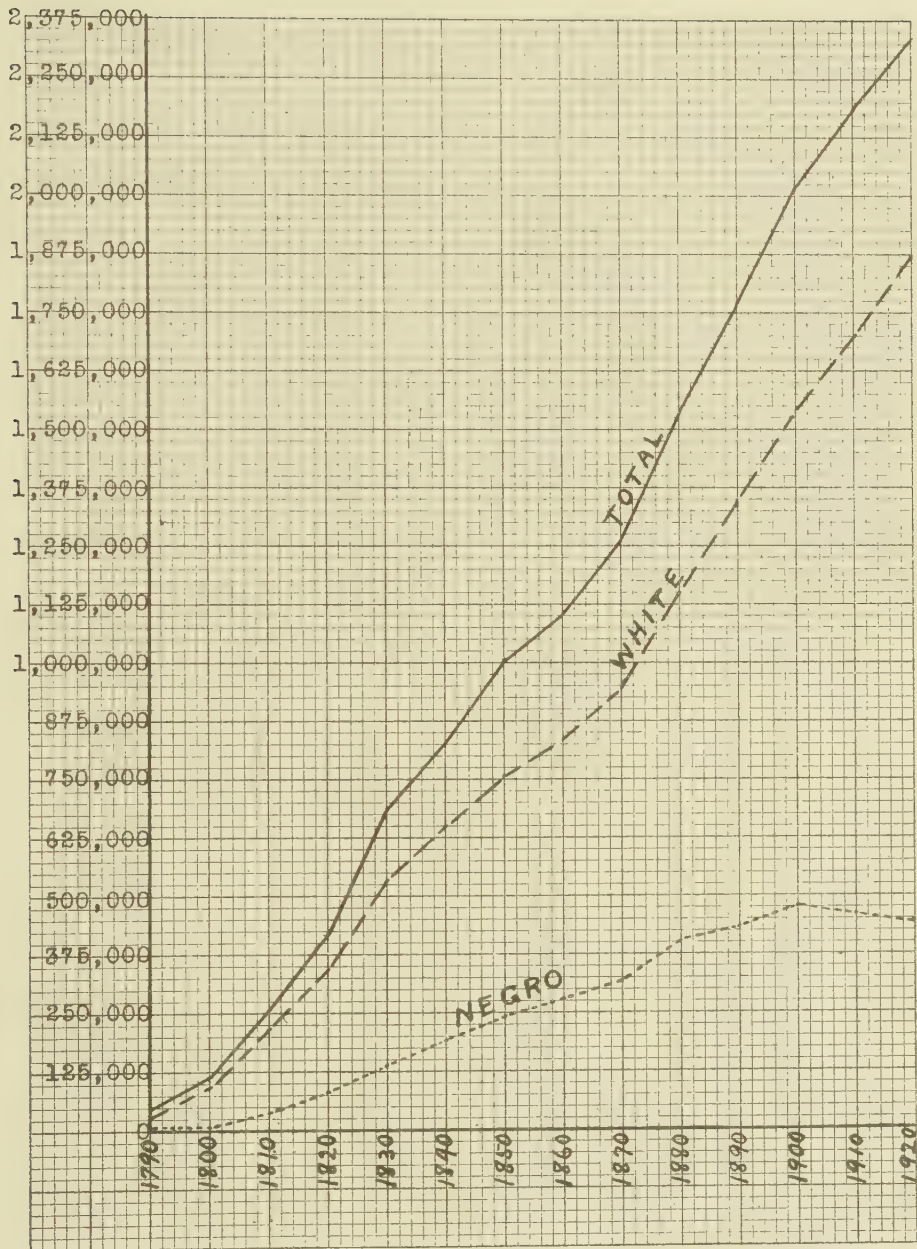


Figure 4. Population of Tennessee.

the home site of the University of Tennessee is in the eastern part of the state about 400 miles from Memphis, the largest city. Only about one third of the population of the state are within 125 miles of Knoxville, while about one third are over two hundred fifty miles away. Had the state been settled from the central region it could have followed a policy of centralization more easily. But rather than move the institution, the policy was one of diffusion, -- a tendency to spread the university functions over the state. The parent institution at Knoxville draws from all of the state, but the bulk of the enrollment is from Knox and the surrounding counties of East Tennessee.

The University is the successor to Blount College, East Tennessee College, and East Tennessee University. Blount College, established by the Territorial Legislature in 1794, was located in what is now Knoxville. When the Congressional Act of 1806 proposed to locate a college in East Tennessee, several towns bid for the new institution. Blount College Trustees offered to unite with the new college if it should be located within two miles of Knoxville. This proposal was accepted and the East Tennessee College was located at Rocky or Poplar Spring on ten acres of land donated by Moses White. In 1826 the trustees purchased Barbara Hill, to which the college was moved. This is the present site of the University.

The University was never successful in establishing a medical department at Knoxville. In 1879 the Trustees adopted

the Nashville Medical College as the Medical Department of the University, and it was operated with remarkable success in Nashville. In 1909 it was merged with the University of Nashville. In 1911 it was moved to Memphis and merged with the College of Physicians and Surgeons of that city, thus becoming the College of Medicine of the University of Tennessee. There was a decided advantage in going to Memphis. The city had then a population of 131,105 as against 36,346 for Knoxville. Furthermore, the best hospitals of the state are located there.

Another phase of the policy of diffusion of the state university is the location of a branch at Martin, a city of 3,300 (1930. This branch is called the University of Tennessee Junior College of Agriculture, Home Economics, and Industrial Arts. Three arguments prevailed in the establishment of this branch at Martin: (a) the fertile farming region of West Tennessee; (b) the donation of \$200,000 (including the property of Hall-Woody Junior College) by the people of Martin and Weakley County; and (c) the distance to the state university,-- about 350 miles. The institution opened in 1927.

The University of Nashville grew out of Cumberland College, one of the two institutions established by the congressional act of 1806. Peabody Normal College, upon which the state depended to do its teacher-training work from 1875 to 1909, was the literary department of the University of Nashville. The state legislators could hardly see the trend of settlement of the state in 1806, and therefore they considered

Cumberland College the institution for West Tennessee. They did not anticipate that the hunting grounds to the West would develop into a new West Tennessee, containing the largest city of the state.

While West Tennessee College, of Jackson, was never much more than a local institution, it may be mentioned here as a further illustration of how the state institutions were located. West Tennessee was settled after the establishment of the colleges in the middle and the eastern divisions by the act of Congress of 1806. In 1846 Congress released its title to all lands in Tennessee (mostly in West Tennessee) on condition that out of the proceeds of these lands a college should be established in Jackson. The \$40,000 thus provided was supplemented by private subscriptions for the purchase of grounds and erection of buildings. This is the third college to be established and located at the instigation of the Federal government. In 1875 it was surrendered by the state, which really had no title to it because it gave no financial aid. The institution was merged with what is now Union University, on the site of the old college. Geographically, Jackson would have been an ideal place for the state to maintain a college, since it is almost in the center of West Tennessee, and has been a prosperous little city, the population being 22,172 in 1930.

When the state developed a consciousness of its obligation to foster higher education, some improvement was made in the matter of locating the institutions. In 1909 the law

creating the four normal schools provided that one normal for whites be located in each of the three grand divisions of the state. It has been explained how these schools were actually located. The normal for negroes was placed at Nashville, in the center of the state. They are all well located, being near the centers of population and either in or near the industrial regions of the state.

It is difficult to see the advantage to the state of the location of the Austin Peay Normal and the Tennessee Polytechnic Institute, both of which are presumably designed to draw students from the whole state. At best it seems that they can function only as local institutions, because their functions are duplicated in all of the other state institutions.

Recent Factors Affecting Growth

Retarded condition of the lower schools.- After a public school system was finally established in 1873, the elementary schools made some progress, but the after-effects of the war prevented any great improvement for a score of years. Not until after 1908 was the average length of term as much as six months. Data concerning the public schools from 1874 to 1913 are shown in Table XXVI. While the attendance was still low, progress was being made in the length of term and the average salary of teachers after 1903.

Retarded secondary education.- Perhaps the crucial

TABLE XXVI

DATA REGARDING THE PUBLIC SCHOOLS
OF TENNESSEE FROM 1874 TO 1913*

Year	Scholastic Population	Average daily attendance	Length of term in months	Average monthly salary of teachers
1874-78	435,500	147,652	3.63	\$33.74
1879-83	542,545	184,476	3.61	26.07
1884-88	621,038	241,456	3.96	28.82
1889-93	691,226	315,632	4.58	30.93
1894-98	719,606	329,729	4.28	29.83
1899-03	766,042	337,252	4.70	30.87
1904-08	770,719	347,272	5.66	37.61
1909-13	763,759	360,751	6.47	44.22

*White, op. cit., p. 156.

factor in the situation was the absence of public secondary schools. No doubt the church school people were skeptical of the influence of secular education on the adolescent population, while on the other hand the tax-payers were none too willing to be taxed for the support of such schools. The various denominations not only set up private schools to prepare for their colleges, but they maintained preparatory departments in their colleges. For example,¹ in 1884-85 there were in the state 77 private secondary schools with a total enrollment of 8,243. At the same time there were 16 private colleges and universities whose enrollment in the preparatory departments amounted to 1,962. These facts, together with the fact that the state was slow to give aid to schools, help to explain the slow growth of state higher institutions. It was perhaps not so much a matter of indifference towards education, therefore, as it was a question of policy as to what group should maintain the schools.

Influence of private and denominational colleges.- Not until after 1920 did the enrollment in state colleges reach that of the private and denominational colleges. Even as late as 1912, about 88 per cent of all college students in Tennessee were attending private institutions.²

Table XXVII shows the number of private and denomina-

1. Report of the United States Commissioner of Education, 1884-85, p. 488. Washington: Government Printing Office, 1886.

2. Report of the United States Commissioner of Education, II, 1912, p. ix. Washington: Government Printing Office, 1912.

TABLE XXVII

LIST OF PRIVATE AND DENOMINATIONAL COLLEGES
ESTABLISHED IN TENNESSEE PRIOR TO 1900

Name of College	Location	Founded
Bethel College	McKenzie	1847
Burritt College	Spencer	1847
Carson and Newman College	Jefferson City	1851
Centenary College	Cleveland	1884
Central Tennessee College	Nashville	1865
Christian Brothers College	Memphis	1871
Columbia Athenaeum	Columbia	1858
Cumberland Female College	McMinnville	1850
Cumberland University	Lebanon	1842
David Lipscomb College	Nashville	1891
Fisk University	Nashville	1867
Franklin College	Nashville	1845
George Peabody College	Nashville	1875
Greenville College	Greenville	1794
Hiwassee College	Madisonville	1849
Jackson College	Columbia	1832
King College	Bristol	1867
Knoxville College	Knoxville	1875
Lane College	Jackson	1882
Lincoln Memorial University	Marrogate	1897
Martin College	Pulaski	1870
Mary Sharp College	Winchester	1850
Maryville College	Maryville	1819
Milligan College	Milligan College	1882
Morristown Norm. and Ind. College	Morristown	1881
Nashville College	Nashville	1880
Rogersville Synodical College	Rogersville	1849
Roger Williams University	Memphis	1866
Soule College	Murfreesboro	1852
Southwestern University	Memphis	1875
Swift Memorial College	Rogersville	1843
Tennessee Female College	Franklin	1856
Tennessee Wesleyan College	Athens	1866
Tusculum College	Greenville	1818
Union University	Jackson	1845
University of Chattanooga	Chattanooga	1886
University of the South	Sewanee	1857
Vanderbilt University	Nashville	1875
Ward-Belmont School	Nashville	1865
Washington College	Salem	1795
Wesleyan Female College	Brownsville	1870
West Tennessee Baptist College	Brownsville	1852
Winchester Normal	Winchester	1878

tional colleges established in the state before 1900. This list does not include a host of academies and institutes which doubtless did some college work. The colleges named in the table represent several religious denominations which came into prominence in the state early in the nineteenth century. Each church has been eager to promote its own principles by training religious leaders. These small colleges have had serious financial difficulties in recent years, and some have been forced to close. This condition is due largely to the growth of state colleges and the increased demands of the standardizing agencies.

While competition between private and state colleges has been continuous since 1794, the conflict has not been open and vigorous, but has rather resulted in a kind of compromise program, similar to that of Virginia,¹ whereby there is no legal alliance of church and state, although the state and education are decidedly religious. As a matter of fact, it is a great economic advantage to the state to have such a large per cent of the population educated in college with no expense from the state treasury. Furthermore, if all private schools should close, the state would find it very difficult to provide adequate facilities for all who would seek entrance into the colleges.

While the trend of enrollment in both private and

1. Sadie Bell, The Church, the State, and Education in Virginia, p. 651. Lancaster, Pennsylvania: Science Press, 1930. pp. xii + 796.

public colleges is decidedly upward, the ratio of increase is in favor of state colleges, as shown in Figure 5. The graph shows for both types of schools the number of students per million of population from 1870 to 1930.

Recent Expansion of the State University

In addition to the recent development of the professional schools of the university, previously explained, certain other enterprises have contributed to the usefulness of the institution. The agricultural demonstration and experimental work have made a major contribution towards carrying needed information direct to the place where it is needed on the farm. This work of course was made possible through the subsidies of the federal government.

Extension work.- The University has done a notable work in carrying its benefits to the people in various parts of the state. In addition to the community service rendered, the soil investigations, the work at experiment stations, and the various studies in agricultural and home economics, the University maintains a Department of Extension Teaching. This department consists of Correspondence Study, Extension Class Instruction, and Library Extension Service. Extension work as a department of the university was established by a legislative act of 1919, chapter 181. Since 1925-26 extension class instruction has been given in various centers of the state where groups can be assembled for two hours of instruction per week.

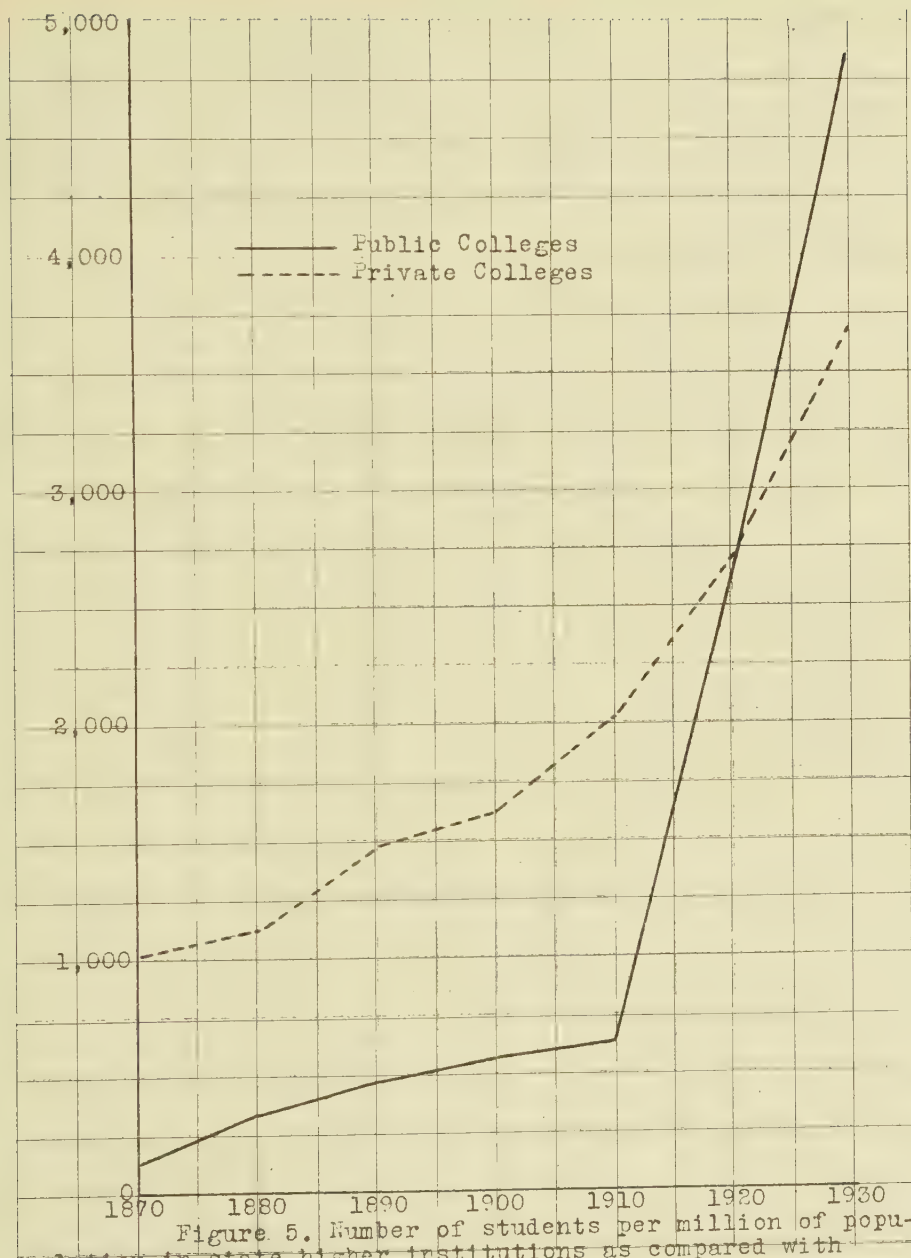


Figure 5. Number of students per million of population in state higher institutions as compared with those in private colleges.

Regular correspondence study work was begun in 1923-24. By means of this service, teachers and others who are qualified can carry on a limited amount of college work while engaged in their regular occupations. Table XXVIII shows the growth in enrollment of these two types of instruction.

TABLE XXVIII
ENROLLMENT IN CORRESPONDENCE-STUDY AND EXTENSION CLASSES,
UNIVERSITY OF TENNESSEE, 1923 TO 1930*

Year	Correspondence- Study	Extension classes
1923-24	150	0
1924-25	262	0
1925-26	330	182
1926-27	409	509
1927-28	500	626
1928-29	569	531
1929-30	622	749

University of Tennessee Junior College.- A new and unique venture in the field of higher education is the establishment of the University of Tennessee Junior College of Agriculture, Home Economics, and Industrial Arts at Martin, an agricultural center. This institution is included in this study because it is an integral part of the state university, and not a local junior college in the current sense of that

* Data taken from the office of the Division of University Extension.

term. The state has not yet established a system of junior colleges. The curriculum covers the first two years of college work corresponding to the freshman and sophomore years in the corresponding departments at the parent institution.

The establishment of the University of Tennessee Junior College was occasioned by an offer to the state of \$100,000 by Weakley County, and \$100,000 by the city of Martin. This latter amount included the purchase by the city of the eleven-acre campus and seven buildings, valued at \$300,000, formerly occupied by Hall-Moody Junior College, an institution controlled by the Baptists of the state. Hall-Moody Junior College, originally called Hall-Moody Institute, after twenty-seven years of splendid service, was forced to close in 1927 because of financial difficulties, and its records were transferred to Union University, Jackson, Tennessee.

Because of its important bearing upon the development of higher education in the state, the legislative act creating the Junior College is quoted at length.¹

An act to create and establish a Junior College of Agriculture, Industrial Arts, and Home Economics in Martin, Weakley County, Tennessee, and to provide for its maintenance, management and operation.

Section 1. Be it enacted by the General Assembly of the State of Tennessee, That there shall be and is hereby created and established by the State of Tennessee, a Junior College of Agriculture, Industrial Arts, and Home Economics in Martin, Tennessee, to be known as 'Tennessee Junior College,' and shall be made, in every respect, a first class institution for white pupils.

1. State of Tennessee, Acts of 1927, ch. ix.

Section 2. Be it further enacted, That the State of Tennessee is hereby authorized to accept, as a donation, the real estate, buildings, furnishings and all equipment belonging to and known as Hall-Moody Junior College properties located at Martin, Tennessee, and when said property is conveyed to the State in fee simple and unencumbered the trustees of the University of Tennessee are hereby empowered and directed to take charge of said property and operate, manage and control same in the conduct of the school established by and under this act, and the Trustees of the University of Tennessee shall prescribe the courses of study to be offered by said school.

Section 3. Be it further enacted, That, beginning July 1, 1927, there shall be, and is, appropriated out of the State treasury the sum of seventy-five thousand (\$75,000) dollars per year to be paid to the Trustees of the University of Tennessee in semi-annual payments on July 1st and January 1st of each year to be used for the maintenance and support of Tennessee Junior College.

Soon after the passage of this act, the legislature authorized the Weakley County court and also the city of Martin to issue bonds to help carry out the purposes of the act. The following quotation from the order of the Weakley County Court shows the trend of thought in that body.¹

....Whereas the securing of additional land, buildings and equipment will be of great benefit to the people of the State of Tennessee and will be a direct and special benefit and advantage to the people of Weakley County, by bringing students into the county, giving educational advantages and opportunities to the residents of the County and increasing the taxable value of the property of the County; and whereas, it has been ascertained that it will be necessary for Weakley County to raise One Hundred Thousand Dollars (\$100,000.00) to take care of this County's share in the building of this school;

Now therefore, be and it is hereby ordered, decreed and resolved by the Quarterly Court of Weakley County, Tennessee:

Section 1. That there be appropriated and borrowed the sum of One Hundred Thousand Dollars (\$100,000.00) and that coupon bonds of said County be issued therefor.

The Board of Mayor and Aldermen of the city of Martin,

1. From original manuscript in possession of the writer.

authorized by a regular bond election, passed an ordinance May 1, 1927 part of which is quoted below.¹

Section 1. That there be created an indebtedness of the City of Martin in the amount of One Hundred Thousand Dollars (\$100,000.00) for the purpose of having located in said city of Martin 'Tennessee Junior College' and to assist in buying property for same and that said indebtedness be evidenced by school bonds of said city

Pursuant to the foregoing acts and ordinances the Hall-Moody College property was purchased and turned over to the state, and from the remainder of the funds voted by the city and county additional lands were acquired making a total of about 250 acres. The Junior College opened September 12, 1927, with an enrollment of 120, of whom 60 were boys and 60 girls. The regular annual enrollments since 1927 have been as follows, exclusive of summer school and extension students.²

1927-28 . . .	140
1928-29 . . .	151
1929-30 . . .	171

With the exception of a period of disturbance due to the World War, the state university shows a rapid increase in enrollment after 1911. The reader is already familiar with the major causes of this unusual expansion at that time. Table XXIX shows the trend of enrollment and degrees awarded at the university since 1869. The figures indicate separate people, enrolled in the various departments, and not necessarily full-time students.

1. Taken from the minutes of the meeting, in Recorder's office.

2. Catalog of the University of Tennessee Junior College, 1930-31, p.31. Martin: University of Tennessee Junior College, 1930.

TABLE XXIX

ENROLLMENT AND DEGREES AWARDED AT THE UNIVERSITY
OF TENNESSEE DURING THE PERIOD 1869 TO 1930

Year	Enroll- ment*	Degrees*	Year	Enroll- ment*	Degrees*
1869-0	183	0	1900-1	657	143
1870-1	115	0	1901-2	525	89
1871-2	238	0	1902-3	650	103
1872-3	271	0	1903-4	611	88
1873-4	317	7	1904-5	641	92
1874-5	315	3	1905-6	584	90
1875-6	300	11	1906-7	548	100
1876-7	288	21	1907-8	572	119
1877-8	218	11	1908-9	584	108
1878-9	320	15	1909-0	762	113
1879-0	401	78*	1910-1	652	106
1880-1	398	93	1911-2	684	137
1881-2	358	85	1912-3	951(*)	71
1882-3	294	79	1913-4	951	162
1883-4	364	82	1914-5	987	89
1884-5	356	91	1915-6	1,010	174
1885-6	359	85	1916-7	979	91
1886-7	336	74	1917-8	825	103
1887-8	397	110	1918-9	751	115
1888-9	439	81	1919-0	1,194	128
1889-0	493	115	1920-1	1,144	145
1890-1	497	137	1921-2	2,334**	149
1891-2	505	134	1922-3	2,627	236
1892-3	515	143	1923-4	2,840	273
1893-4	535	21	1924-5	3,087	332
1894-5	453	88	1925-6	3,236	355
1895-6	421	63	1926-7	3,835	343
1896-7	457	62	1927-8	4,712	415
1897-8	543	80	1928-9	5,083	437
1898-9	588	120	1929-0	5,502	541
1899-0	689	131			

*Data taken from Registrar's office. All depart-
ments included except extension. Medical College began 1878.

(*) In 1912-3 the Memphis Hospital Medical College
was absorbed and 287 students added to the University.

** Regular summer quarter began in 1922.

In recent years the university seems to be appealing to a larger proportion of non-professional students. Table XXX shows that the percentage of professional students in the university has steadily decreased since 1900. Since the state university is beginning to reach a large constituency who are not to enter the major professions, the cultural and intellectual level of the general public is steadily rising.

Service of the Higher Institutions

Within the limits of this treatise, certain types of evidence will be presented to show the extent of service rendered by the colleges, and the relation of private to public education in this respect.

Recognition of the graduates.- Two sources of information will be considered in this connection. The first is Who's Who in America. Assuming that those whose names appear in this book have achieved distinction worthy of mention, a few figures will be presented from the volume for 1930-31. The record shows that there are 428 men and women now living in the state who are mentioned in this book. It may be assumed that they are serving the state in some notable way. Were these people trained in Tennessee colleges or in some other states? It is surprising to note that only 167, or 39 per cent, of the total number were educated in the state. Of this 167, only 24, or 17 percent, were educated in the state colleges. The other 83 per cent were trained in private and denominational colleges.

TABLE XXX

PROFESSIONAL AND NON-PROFESSIONAL STUDENTS
ENROLLED IN CERTAIN YEARS AT THE UNIVERSITY
OF TENNESSEE*

Year	Enrollment		Per Cent	
	Non-Profes- sional	Profes- sional	Non-profes- sional	Profes- sional
1880	275	126	69	31
1890	234	259	48	52
1900	269	390	41	59
1910	459	303	60	40
1920	960	234	80	20
1930	4,576	926	83	17

* Data taken from the college catalogs.

Of the 167 trained in the colleges of Tennessee it is of interest to note the professions and callings in which they are engaged. Some of the occupations in which the highest numbers are represented are as follows:

Educators	39
Clergymen	25
Lawyers	21
Physicians	19
Judges	14
Congressmen	11
Authors	7
Miscellaneous, 1 - 3 each.	

The people listed as authors make writing their profession. Among the other professions there were found to be 35 who have written and published books sufficiently to be credited with authorship. The number of writers is still very small in proportion to the total number of people listed in Who's Who and resident in the state.

The majority of those listed are middle-aged or older. The dates at which the 167 graduated are shown below:

<u>Date Graduated</u>	<u>Number</u>
1860-69	1
1870-79	11
1880-89	30
1890-99	53
1900-09	33
1910-19	29
1920-29	10

The data seem to indicate that graduates of Tennessee colleges do not become productive scholars and lead in the affairs of the state at the early age which would insure a modern progressive society in the state.

- 1 -

The other source which will be considered is the Dictionary of American Biography. This new 20-volume dictionary is completed only through the fourth volume, but it gives thus far some interesting information. It is different from Who's Who in that it contains no names of people who are now living. It includes statesmen, soldiers, clergymen, writers, artists, scientists, and others who have achieved distinction.

The first four volumes contain 2,758 names. More names of men born in eastern states appear in the volumes because of the recent settlement of the west. Of the names listed 168 were born in Connecticut, while only 3 were born in California and 1 in Kansas. There were 31 of them born in Tennessee.

The Dictionary also shows the colleges from which these men come. There are only seven of the number listed as being educated in the colleges of Tennessee, and three of these were educated in private colleges.¹ Thus Tennessee, though one of the older states and having a university dating back to 1794, does not compare very favorably in this Dictionary with other states of her age which show large numbers of graduates listed.

Service to Tennessee and other states.- In 1896-7 the college students resident in the state constituted 86.4 per cent of the college population.² The percentage had dropped

1. Allen Johnson and Dumas Malone, Dictionary of American Biography. 20 vols. New York: Charles Scribner's Sons, 1930.

2. George F. Zook, "Residence of Students in Universities and Colleges." United States Bureau of Education Bulletin, No. 18(1922), p.4. Washington: Government Printing Office, 1922.

to 50.4 by 1920-21. Then again¹ in 1926 the percentage increased to 60.3. From these facts it is clear that the Tennessee colleges and universities have reached considerably beyond the state boundaries. In 1924 students came to Tennessee colleges from most of the states, there being ten or more from 26 states other than Tennessee, and 100 or more from nine bordering states. It is the private colleges however, that are drawing most of these students. Schools like Peabody College, Vanderbilt University, Fisk University, and Ward-Belmont School have a large patronage from other states. The professional schools of the state University of Tennessee of course have a good patronage from other states.

On the other hand, residents of Tennessee attended colleges and universities in most of the other states in 1923. Twenty-seven states received 10 or more and four states received 100 or more. The latter four states are Virginia, Georgia, Kentucky, and New York.²

Only in very recent years has the state begun to reach all of the counties with the advantages of higher education. As late as 1924, there were two counties in the state which had no representative in any college or university in Tennessee. Eighteen counties sent to college fewer than one white

1. George F. Zook, "Residence and Migration of University and College Students." United States Bureau of Education Bulletin, No. 11 (1926), p. 42. Washington: Government Printing Office, 1926.

2. United States Bureau of Education, A Survey of Higher Education in Tennessee, p. 44. Tennessee College Association, 1926. pp. 114.

student for every 1,500 or more white persons.¹

According to the catalog of students in the University of Tennessee for the year 1929-30, only 15 per cent of the regular students came from other states. The College of Medicine, including Nursing and Pharmacy, had the largest quota from other states, -- about 47 per cent. These came largely from Arkansas and Mississippi. The location of the College of Medicine in Memphis makes it easily accessible to these states.

Where prominent Tennesseans were educated.-- Perhaps the type of evidence which is most extensive and convincing is that which the writer has assembled from John T. Moore's well-known history of Tennessee, entitled Tennessee, the Volunteer State, in four large volumes. The 2,604 names included in these volumes are of men and women who have actually made some contributions to the welfare of the state and deserve a place in Tennessee history. The period of time covered by this list is about 150 years, beginning before the state was admitted to the union. These 2,604 people are classified in Table XXXI according to the source of their educational training.

It is quite clear that the private (or denominational) colleges have furnished more men who have been prominent in the affairs of Tennessee than have the public colleges. If the number of those who merely attended public colleges is combined with those who are graduates of these colleges, the result is

1. United States Bureau of Education, A Survey of Higher Education in Tennessee, p. 47. Tenn. Coll. Assn. 1926. P. 114.

TABLE XXXI
WHERE PROMINENT TENNESSEANS WERE EDUCATED*
(1769-1923)

Where educated	Number	Per cent
Attended public colleges	62	2.4
Graduated from public colleges	201	7.7
Attended private or denominational colleges	337	12.9
Graduated from private and denominational colleges	597	22.9
Attended public schools only	391	15.0
Attended private preparatory schools only	35	1.4
Educated outside the state	835	32.1
Educated in unknown schools in Tennessee	37	1.4
Educational record unknown	109	4.2
Total	2,604	100.0

* Data taken from J. T. Moore, Tennessee, the Volunteer State, 4 vols. Chicago: S. J. Clark Publishing Co., 1923.

10.1 per cent, while a similar calculation for private colleges gives 35.8 per cent. In other words, more than three times as many notable men and women have come from private as from public colleges. It is to be understood, however, that most of these people graduated before 1900. The trend since that date would doubtless be more favorable to the state colleges.

A fact of significance is that 32.1 per cent of the people were educated in other states than Tennessee. Of course the percentage is much less in recent years, because the names in the list include the early pioneers who became prominent in the state.

What are the occupations of these people? In what way have they contributed to public affairs in the state? Table XXXII shows the distribution of the 2,604 people as to their occupations. The table confirms a major contention in this thesis, namely; that the state has been in need of educators to lead the people's thinking. Only 3.6 per cent of the group are listed as educators, while 18.4 are lawyers. Judges, lawyers, and public officials (other than educators) constitute one fourth of the entire group. This fact comports with statements previously made, that the majority of the leaders have not been primarily educators but rather men who were engaged in business or politics. The state needs to train for places of leadership men who can lead the people of the state into new channels of progress by raising the intellectual status of the masses.

TABLE XXXII
THE OCCUPATIONS OF PROMINENT TENNESSEANS*
(1769-1923)

Occupation Groups	Number	Per cent
Business*	972	37.3
Lawyers	480	18.4
Physicians	312	12.0
Public Officials	116	4.4
Educators	95	3.6
Judges	76	2.9
Soldiers	73	2.8
Clergymen	49	1.9
Congressmen	46	1.8
Governors	36	1.4
Journalists	33	1.3
Dentists	30	1.2
Farmers	29	1.1
Fourteen other groups with less than 15 each	257	9.9
Total	2,604	100.0

* Data taken from Moore, op. cit. Business group includes industrialists, capitalists, and manufacturers, as well as the merchants, bankers, etc.

CHAPTER IX

SUMMARY

The purpose of this thesis has been to discover and bring into focus certain factors or influences which have determined the trend of state higher education in Tennessee. The inquiry has been concerned chiefly with three major phases: first, the progress of state higher education from an institutional point of view; second, the social and economic conditions which caused indifference towards education for a century; and third, the rise of new forces and conditions which determined a new trend of higher education after about 1900.

Without attempting to summarize the facts presented, one may appropriately inquire as to what sanctions or inhibitions have broken down or weakened, and what new controls have developed in regard to state higher education. Among the forces or sanctions which have tended to impede the progress of state higher education are: orthodox religion; geographical conditions; economic factors; class ideals; and lack of educators. The thesis has no concern with the merits or demerits of orthodox religion. It is not within the scope of this work to point out its value to the people of the state or to set forth the heroic efforts of those who have labored in the private and church schools. These schools have doubtless made the major contribution to higher education in the state up to very

recent times. The fact remains, however, that these colleges have been the chief source of divided opinion and lack of a policy for the development of a complete system of state higher institutions.

One group of settlers held that church and state should be united; another group maintained that the state should support a system of higher institutions on a secular basis; and still another contended that education was no business of the state. The net result was that each church group sought to promote its own schools on an independent basis. The significant fact about that situation was that many social groups were formed instead of developing a state-consciousness. In matters educational it was only natural that adherence should be to these restricted group loyalties rather than to a state-wide social solidarity.

Another outcome of orthodox religion was the idea that higher education should be designed for leadership in some particular group or church. The thought of leadership for the state as such seemed to be entirely secondary in importance. The denominations usually have their state agencies of coordination, such as mission boards, religious papers, or school boards, which tend to give a state-wide consciousness, but one which is purely sectarian in effect.

Certain geographical conditions have built up strong barriers to progressive legislation. The state is divided by rivers and mountains into three sections which are by no means homogeneous. West Tennessee is especially different from the

other two sections. The Democratic West does not always agree with the Republican East. Evidence has been presented to show that the sections have also disagreed regarding matters educational. The effect of these divisions has tended to produce three different societies with a consciousness coterminous with the divisions rather than a state consciousness.

Another impeding force has been the peculiar economic conditions. Although the state has been fundamentally agricultural, it is doubtless better adapted to other industries. Its abundant natural resources, its superior water power potentialities, and its mild climate are adapted to industrial purposes during every month in the year. But until the Civil War the financial business of the state centered in the slave traffic to the neglect of the great sources of wealth and power. Then of course the war brought on conditions which were little short of a calamity to the state.

Class ideals have been a significant deterring factor. The theory that only the upper ruling class should be educated and that slaves and other common laborers needed no higher education grew out of the inherited English attitude. The public schools were long considered pauper schools. The colleges presented a social opportunity for the sons of the well-to-do. This social stratification precluded the idea of tax levies for schools, especially colleges, because such measures would tend to destroy the system in favor of democracy.

Perhaps the greatest retarding factor was the scarcity

of adequate leaders. The state has always had an abundance of leaders, but they have too often led in divergent ways, and often in a conflicting manner. It is not here contended that they have led causes which are harmful or detrimental per se, but that such diverse aims and goals have made difficult any central, state system of higher education. The state has not had enough educators who have had a vision of the possibilities of the state, -- men who could lead the people to a higher cultural and intellectual plane of social living. Many political leaders, who have been inclined to serve the interests of their local constituencies rather than work for general social principles, have often been the slaves of mere political expediency.

Fortunately for the state, however, many of these deterring forces have weakened, and new ways of thinking and new controls have developed. Among these social controls may be mentioned the following: the growth of the idea of non-sectarian education, the prestige of state schools, industrial growth, standardizing agencies, and a new leadership. For almost a century secular education was associated strongly with pauper education in Tennessee. The general feeling was that education was for those who could pay for it, but public decency eventually demanded that the state itself do something more about the matter.

Perhaps the greatest forces in molding sentiment for non-sectarian education came from without the state. The federal government has figured prominently in the higher educa-

tional affairs of the state since 1806. With its grants of land before and during the Civil War, and its liberal subsidies in money since that time, Congress has stimulated in Tennessee the idea of higher education for the practical affairs of life. Likewise, the trustees of the Peabody Fund expended large sums for stimulating non-sectarian education not only in Tennessee but in the whole South. In fact this board was instrumental in inducing the state legislature to make its first direct appropriation to higher education.

The immediate effect of these ideas was increased appropriations and new taxes for educational purposes, with the inevitable result that state schools gained in prestige. For the first three quarters of a century a strong social and economic prestige attached to private and denominational colleges, but this tendency is less marked during the past three decades. In fact a new control has developed, that of wealth, power, and permanence, which freely attaches to the state schools as a result of their being supported from the public treasury.

In keeping with the general trend in America, the industrial development of Tennessee and the consequent growth of the cities has been accompanied by a new demand for higher education. Technical education on a higher level has been demanded, and in order to secure this it has been necessary to raise the general cultural level in the arts and sciences as a basis for this higher technical training.

An educational control of significance in the state has

arisen in the form of standardizing agencies for colleges and secondary schools. Many of these agencies, such as the regional college associations and state departments of education, are consciously setting standards, while others, such as the federal government, are indirectly doing so. Their subtle influences in determining the curriculum, the qualifications of teachers, the college buildings and equipment, and in particular the financial matters of the schools can scarcely be measured. Certainly their effect has been in general to foster state higher education, because state colleges have had nothing to fear from such agencies, while small private and denominational colleges are groaning under the burden of trying to meet the constantly rising standards. These colleges did the pioneer work in Tennessee and in America, and doubtless there is a place for them in the future, not in competition with state colleges, but in furnishing a balancing force and a different point of view.

As a result of the recent social and economic changes, a new leadership has been demanded. As studies are being made of the relative standing of the states in educational matters, it becomes more evident to the student of educational affairs in Tennessee that a more concentrated and coordinated effort is needed on the part of the people of the state. Now that the lower schools are on a sounder basis, and a system of higher institutions established in the state, it may be expected that society will in time develop the desired leadership. Higher

education will then become more democratic, thus raising the cultural and intellectual level of society in the state.

APPENDIX

LIST OF PRIVATE AND DENOMINATIONAL COLLEGES AND UNIVERSITIES IN TENNESSEE, 1930

<u>Name</u>	<u>Location</u>	<u>Founded</u>
Bethel College	McKenzie	1847
Carson and Newman College	Jefferson City	1851
Cumberland University	Lebanon	1842
David Lipscomb College*	Nashville	1891
Fisk University	Nashville	1866
Freed-Hardeman College*	Henderson	1919
George Peabody College for Teachers	Nashville	1875
Hiwassee College*	Madisonville	1849
King College	Bristol	1867
Knoxville College	Knoxville	1875
Lambuth College	Jackson	1924
Lane College	Jackson	1882
LeMoyne Junior College	Memphis	1924
Lincoln Memorial University	Harrogate	1897
Martin College*	Pulaski	1870
Maryville College	Maryville	1819
Milligan College	Milligan College	1882
Morristown Normal and Industrial College*	Morristown	1881
Nashville Agricultural and Normal Institute*	Madison	1904
New Centenary College*	Cleveland	1884
Roger Williams College	Memphis	1866
Scarritt College	Nashville	1924
Southwestern University	Memphis	1875
Swift Memorial College	Rogersville	1843
Tennessee College	Murfreesboro	1907
Tennessee Wesleyan College*	Athens	1866
Trevecca College*	Nashville	1901
Tusculum College	Greenville	1794
Union University	Jackson	1845
University of Chattanooga	Chattanooga	1886
University of the South	Sewanee	1857
Vanderbilt University	Nashville	1875
Ward-Belmont School*	Nashville	1865

* Junior college

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